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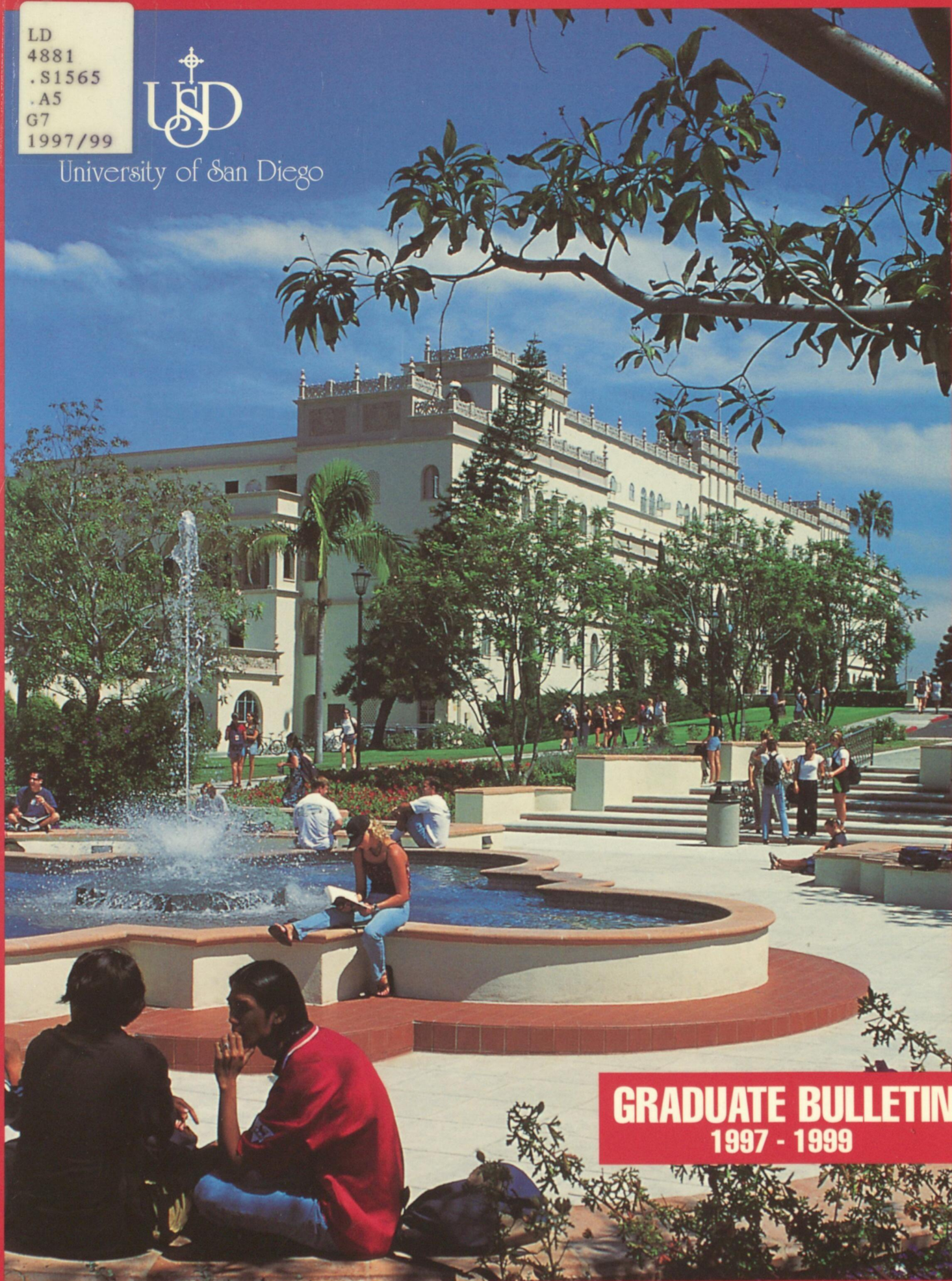
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University of San Diego



GRADUATE BULLETIN
1997 - 1999

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■ Effective dates: Summer 1997 through Spring 1999.

■ In addition to this Bulletin, the University of San Diego publishes bulletins for the School of Law, Undergraduate programs, Summer Sessions and Intersession. Graduate students involved in course-work through any of these units must abide by the policies and procedures in these bulletins as well.





University of San Diego

ACADEMIC CALENDAR 1997 - 1999

1997 SUMMER SESSIONS

JUNE 2 – AUGUST 22, MONDAY – FRIDAY

See 1997 Summer Sessions Bulletin for courses, dates and registration procedures.

6/2-6/20	3 week Pre-Session
6/23 - 8/1	6 week Regular Session
8/4 - 8/22	3 week Post-Session
6/2 - 7/11	6 week Session One
7/14 - 8/22	6 week Session Two

June 2, Monday

- Last day to petition for Summer foreign language competency examination
- Deadline to apply for Fall/Spring 1997 - 98 installment payment plan

July 4, Friday

- Independence Day holiday (offices closed, no classes)

July 18, Friday

- Deadline for completion of dissertation defense for Summer graduation (EdD and DNSc)

August 6, Wednesday

- Foreign language competency examinations

August 15, Friday

- 2 bound copies of completed master's thesis due in Graduate office for Summer graduation
- Completed dissertations and all fees and forms are due in Graduate office for Summer graduation (EdD and DNSc)

1997 FALL SEMESTER

September 3 - 5, Wednesday - Friday

- Last registration and fee payment period begins for new and returning students, 9 a.m. - 4 p.m. (Friday, 9 a.m. - 4 p.m.)

September 8, Monday

- Classes begin

September 8 - 12, Monday - Friday

- Registration and fee payment continue, 9 a.m. - 7 p.m. (Friday, 9 a.m. - 5 p.m.)

September 12, Friday

- University Mass of the Holy Spirit, The Immaculata, 12:00 noon
- Deadline 100% tuition refund

September 13, Saturday

- Late Registration Fee begins (\$60.00)

September 15, Monday

- Application deadline to doctoral program, School of Nursing, for Spring 1998 admission

September 19, Friday

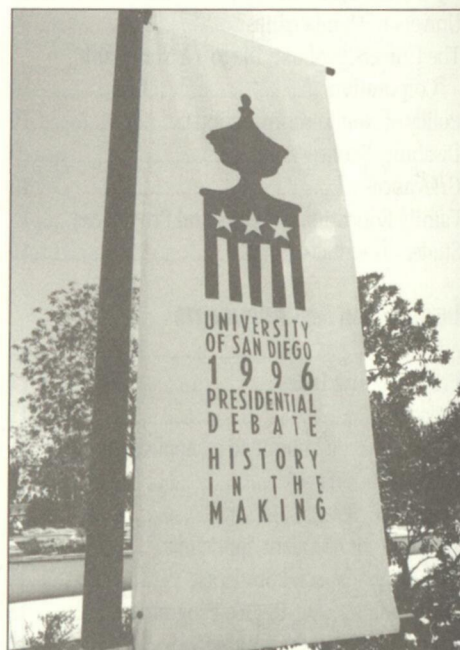
- Deadline 90% tuition refund
- Last day to enroll in classes
- Last day to petition for Fall and Intersession graduation

September 26, Friday

- Deadline 80% tuition refund

October 3, Friday

- Deadline 70% tuition refund



October 13, Monday

- Financial aid applications for January Intersession available
- Application deadline to doctoral program, School of Education, for Spring 1998 admission.

October 17, Friday

- Deadline 60% tuition refund

October 24, Friday

- Fall holiday (no classes)
- Deadline 50% tuition refund
- Last day to sign Intent to Register for Clinical Practica for Intersession/Spring 1998 in School of Nursing

October 29, Wednesday

- Class reservation begins for Spring 1998



October 31, Friday

- Deadline 40% tuition refund
- Last day to register with School of Education for Spring 1998 field placements, practica & internships
- Priority deadline for January Intercession financial aid applications

November 3, Monday

- Deadline to apply for Spring 1998 Installment Payment Plan
- Priority application filing date for MSN program, School of Nursing, for Spring 1998 admission

November 8, Saturday

- Foreign language competency examinations

November 14, Friday

- Last day to withdraw from classes
- Deadline for removal of Incompletes from Spring semester/Summer Sessions
- Deadline for completion of dissertation defense for Fall/Intercession graduation (DNsc)
- Deadline for filing Intent to Register form for NURS 291, 297, 298 in School of Nursing

November 27 - 28, Thursday - Friday

- Thanksgiving holiday (offices closed, no classes)

December 9, Tuesday

- Freshman class reservations (no classes until 4:00 p.m.)

December 12, Friday

- Last day of classes
- Last day to petition for Spring and Summer graduation 1998
- Two bound copies of completed master's thesis due in Graduate Office for Fall graduation
- Completed dissertations and all fees and forms due in Graduate Office for Fall/Intercession graduation (DNsc)

December 15, Monday

- Deadline for completion of dissertation defense for Fall/Intercession graduation (EdD)

December 15 - 20, Monday - Saturday

- Final examinations

1998 INTERSESSION**JANUARY 5-26, MONDAY – MONDAY**

See 1998 Intercession Bulletin for courses, dates and registration procedures.

January 15, Thursday

- Completed dissertations and all fees and forms are due in Graduate Office for Fall/Intercession graduation (EdD)

January 20, Monday

- Martin Luther King, Jr. holiday (offices closed, no classes)

1998 SPRING SEMESTER**January 26 - 27, Monday - Tuesday**

- Last registration and fee payment period begins for new and returning students, 9 a.m. - 4 p.m.

January 28, Wednesday

- Classes begin

January 28 - February 3, Wednesday - Tuesday

- Registration and fee payment continue 9 a.m. - 7 p.m. (Friday, 9 a.m. - 5 p.m.)

February 3, Tuesday

- Deadline 100% tuition refund

February 4, Wednesday

- Late registration fee begins (\$60.00)

February 6, Friday

- All Faith Service, The Immaculata, 12:00 noon

February 10, Tuesday

- Deadline 90% tuition refund
- Last day to enroll in classes

February 16, Monday

- Application deadline to doctoral program, School of Nursing, for Fall 1998 admission

February 17, Tuesday

- Deadline 80% tuition refund

February 24, Tuesday

- Deadline 70% tuition refund

March 2, Monday

- Priority application filing date for MSN program, School of Nursing, for Fall 1998 admission

March 6, Friday

- Financial aid applications for 1998 Summer Sessions available

March 9 - 13, Monday - Friday

- Spring break (no classes)

March 10, Tuesday

- Deadline 60% tuition refund

March 17, Tuesday

- Deadline 50% tuition refund

March 20, Friday

- Last day to sign Intent to Register for Clinical Practica for Summer/Fall 1998 in School of Nursing

March 24, Tuesday

- Deadline 40% tuition refund

March 25, Wednesday

- Class reservation begins for Fall 1998

March 27, Friday

- Last day to register with School of Education for Fall 1998 field placements, practica & internships
- Priority deadline for 1998 Summer Sessions financial aid applications

March 28, Saturday

- Foreign language competency examinations

April 1, Wednesday

- Application deadline to doctoral program, School of Education, for Fall 1998 admission

April 7, Tuesday

- Last day to withdraw from classes
- Deadline for removal of Incompletes from Fall semester/Intercession

April 9 - 10, Thursday - Friday

- Holy Thursday, Good Friday (offices closed, no classes)

April 13, Monday

- Deadline for completion of dissertation defense



for Spring graduation (DNsc & EdD)

- Deadline for filing Intent to Register form for NURS 291, 297, 298 in School of Nursing

May 1, Friday

- Priority deadline for USD financial aid applications for Fall and/or Spring semesters, 1998 - 1999 for graduate students

May 8, Friday

- Last day of classes
- Completed dissertations and all fees and forms due in Graduate Office for Spring graduation (EdD and DNsc)
- Two bound copies of completed master's thesis due in Graduate Office for Spring graduation

May 11 - 12, Monday - Tuesday

- Study Days (no classes)

May 11, Monday

- Freshman class reservation

May 13 - 19, Wednesday - Tuesday

- Final examinations

May 24, Sunday

- Commencement

1998 SUMMER SESSIONS

JUNE 1 – AUGUST 21, MONDAY – FRIDAY

See 1998 Summer Sessions Bulletin for courses, dates and registration procedures.

6/1 - 6/19	3 week Pre-Session
6/22 - 7/31	6 week Regular Session
8/3 - 8/21	3 week Post-Session
6/1 - 7/10	6 week Session One
7/13 - 8/21	6 week Session Two

June 1, Monday

- Deadline to apply for Fall/Spring 1998 - 99 installment payment plan

July 17, Friday

- Deadline for completion of dissertation defense for Summer graduation (DNsc & EdD)

August 5, Wednesday

- Foreign language competency examinations

August 14, Friday

- Completed dissertations and all fees and forms due in Graduate Office for Summer graduation (DNsc & EdD)

1998 FALL SEMESTER

September 2 - 4, Wednesday - Friday

- Last registration and fee payment period begins for new and returning students, 9 a.m. - 4 p.m. (Friday, 9 a.m. - 4 p.m.)

September 7, Monday

- Labor Day holiday (offices closed)

September 8, Tuesday

- Classes begin

September 8 - 14, Tuesday - Monday

- Registration and fee payment continue, 9 a.m. - 7 p.m. (Friday, 9 a.m. - 5 p.m.)

September 11, Friday

- University Mass of the Holy Spirit, The Immaculata, 12:00 noon

September 14, Monday

- Deadline 100% tuition refund

September 15, Tuesday

- Late registration fee begins (\$60.00)
Application deadline to doctoral program, School of Nursing, for Spring 1999 admission

September 21, Monday

- Deadline 90% tuition refund
- Last day to enroll in classes
- Last day to petition for Fall and Intersession graduation

September 28, Monday

- Deadline 80% tuition refund

October 1, Thursday

- Financial Aid applications for January Intersession available

October 5, Monday

- Deadline 70% tuition refund

October 13, Tuesday

- Application deadline to doctoral program, School of Education, for Spring 1999 admission

October 19, Monday

- Deadline 60% tuition refund



President Alice B. Hayes greets TV commentator, Sam Donaldson, during Presidential Debate week.



October 23, Friday

- Fall holiday (no classes)
- Last day to sign Intent to Register for Clinical Practica in Intercession/Spring 1999 in School of Nursing

October 26, Monday

- Deadline 50% tuition refund

October 28, Wednesday

- Class reservation begins for Spring 1999

November 1, Sunday

- Priority deadline for January Intercession financial aid applications

November 2, Monday

- Deadline 40% tuition refund
- Priority application filing date for MSN program, School of Nursing, for Spring 1999 admission

November 7, Saturday

- Foreign language competency examinations

November 13, Friday

- Last day to withdraw from classes
- Deadline for removal of Incompletes from Spring semester/Summer Sessions
- Deadline for completion of dissertation defense for Fall/Intercession graduation (DNSc)
- Deadline for filing Intent to Register form for NURS 291, 297, 298 in School of Nursing

November 26 - 27, Thursday - Friday

- Thanksgiving holiday (offices closed, no classes)

December 8, Tuesday

- Freshman class reservation (no classes until 4:00 p.m.)

December 11, Friday

- Last day of classes
- Last day to petition for Spring and Summer graduation 1999
- Two bound copies of completed master's thesis due in Graduate Office for Fall graduation
- Completed dissertations and all fees and forms due in Graduate Office for Fall/Intercession graduation (DNSc)

December 14, Monday

- Deadline for completion of dissertation defense for Fall/Intercession graduation (EdD)

December 14-19, Monday

- Final examinations

1999 INTERSESSION**JANUARY 4 – 25, MONDAY – MONDAY**

See 1999 Intercession Bulletin for courses, dates and registration procedures.

January 15, Friday

- Completed dissertations and all fees and forms are due in Graduate Office for Fall/Intercession graduation (EdD)

January 18, Monday

- Martin Luther King, Jr. holiday (offices closed, no classes)

1999 SPRING SEMESTER**January 28 - 29, Thursday - Friday**

- Last registration and fee payment period begins for new and returning students, 9 a.m. - 4 p.m. (Friday, 9 a.m. - 4 p.m.)

February 1, Monday

- Classes begin
- Financial aid applications for 1999 Summer Sessions available

February 1 - 5, Monday - Friday

- Registration and fee payment continue, 9 a.m. - 7 p.m. (Friday, 9 a.m. - 5 p.m.)

February 5, Friday

- Deadline 100% tuition refund
- All Faith Service, The Immaculata, 12:00 noon

February 6, Saturday

- Late registration fee begins (\$60.00)

February 12, Friday

- Deadline 90% tuition refund
- Last day to enroll in classes

February 15, Monday

- Application deadline to doctoral program, School of Nursing, for Fall 1999 admission

February 19, Friday

- Deadline 80% tuition refund

February 26, Friday

- Deadline 70% tuition refund

March 1, Monday

- Priority application filing date for MSN, School of Nursing, for Fall 1999 admission
- Priority deadline for 1999 Summer Sessions financial aid applications

March 12, Friday

- Spring Holiday (no classes)
- Deadline 60% tuition refund

March 19, Friday

- Deadline 50% tuition refund

March 26, Friday

- Deadline 40% tuition refund
- Last day to sign Intent to Register for Clinical Practica for Summer/Fall 1999 in School of Nursing

March 27, Saturday

- Foreign language competency examinations

March 29 - April 2, Monday - Friday

- Easter Break (no classes)

April 1, Thursday

- Application deadline to doctoral program, School of Education, for Fall 1999 admission

April 2, Friday

- Good Friday (offices closed)

April 9, Friday

- Last day to withdraw from classes
- Deadline to remove Incompletes from Fall semester/Intercession
- Deadline for completion of dissertation defense for Spring graduation (DNSc & EdD)

May 1, Saturday

- Priority deadline for USD financial aid applications for Fall and/or Spring semesters, 1999 - 2000 for graduate students



- Deadline for filing Intent to Register form for NURS 291, 297, 298 in School of Nursing

May 14, Friday

- Last day of classes
- Completed dissertations and all fees and forms due in Graduate Office for Spring graduation (EdD and DNSc)
- Two bound copies of completed master's thesis due in Graduate Office for Spring graduation

May 17 - 18, Monday - Tuesday

- Study days (no classes)

May 17, Monday

- Freshman class reservation

May 19 - 25, Wednesday - Tuesday

- Final examinations

May 30, Sunday

- Commencement



1999 SUMMER SESSIONS

**JUNE 1 – AUGUST 23,
TUESDAY – MONDAY**

See 1999 Summer Sessions Bulletin for courses, dates and registration procedures.

6/1 - 6/21	3 week Pre-Session
6/22 - 8/2	6 week Regular Session
8/3 - 8/23	3 week Post-Session
6/1 - 7/12	6 week Session One
7/13 - 8/23	6 week Session Two

June 1, Tuesday

- Deadline to apply for Fall/Spring 1999 - 2000 installment payment plan

July 16, Friday

- Deadline for completion of dissertation defense for Summer graduation (DNSc & EdD)

August 4, Wednesday

- Foreign language competency examination

August 13, Friday

- Completed dissertations and all forms and fees due in Graduate Office for Summer graduation (DNSc & EdD)

RESERVATION OF THE RIGHT TO MODIFY

It is the policy of the University of San Diego to adhere to the rules and regulations, course offerings, and financial charges as announced in this Bulletin or other University publications. The University nevertheless hereby gives notice that it reserves the right to expand or delete or otherwise modify its degree programs or courses of study, to change its rules affecting the admission and retention of students or the granting of credit or degrees, to change the academic calendar, course offerings, course content, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary.



HISTORY OF THE UNIVERSITY OF SAN DIEGO

The independent Catholic university bearing the city's name was chartered in 1949 and has developed steadily since its founding. The San Diego College for Women, the first component of the University, began classes in February 1952. This institution became the sixth college in the United States to be organized and financed by the Society of the Sacred Heart, a congregation founded in France by St. Madeleine Sophie Barat in 1800 and brought to America by St. Philippine Duchesne in 1818. Today the Society of the Sacred Heart has schools and colleges in Asia, Africa, Australia, and South America, as well as in Europe and North America.

The University's second component, the College for Men, opened in 1954. Sponsored by the Diocese of San Diego, it became the twelfth diocesan institution of higher education in the United States. The founder of the College for Men, the Most Reverend Charles F. Buddy, first Bishop of San Diego, accurately envisioned the College's increasingly influential role in education for both the diocese and the San Diego community at large. The University's first professional division, the School of Law, was inaugurated in 1954.

It soon became clear that distinct educational advantages would accrue to students if the curricula of these institutions were shared. In July 1972, the two colleges merged, forming a single independent Catholic university. The University of San Diego is now organized into five academic divisions: the College of Arts and Sciences, the School of Business Administration, the School of Education, the Philip Y. Hahn School of Nursing, and the School of Law.

In 1994 USD was reclassified by the Carnegie Foundation for the Advancement of Teaching as a "Doctoral University II" institution. This reclassification recognizes the strides the University has made in graduate studies and research. In addition, USD became the center of national attention on October 16, 1996 when it hosted the United States Presidential Debate between President William Clinton and Senator Robert Dole.

USD's graduate programs range from highly specialized and professionally oriented training to more broadly based curricula affording students the advanced preparation necessary for further specialized doctoral work. All of these programs are selective in their faculty and students, striving to provide qualified students with first-class instruction in their discipline.

The men and women enrolled in the University's graduate programs are a diverse group and have chosen to attend USD for various educational and professional reasons. The University invites students who share the desire to think clearly and independently, to form sound and discriminating judgements, and to accept as their own the values of freedom, openness to change, and responsibility to serve society—the values underlying the philosophy of the University of San Diego.

The University welcomes inquiries and applications from all who feel their educational and professional needs might be met by the graduate programs described in this bulletin and who would like to share in the educational experience offered by the University of San Diego.



MISSION AND GOALS OF THE UNIVERSITY

MISSION

The University of San Diego is a community of scholars committed to the pursuit of truth, academic excellence, and advancement of knowledge in liberal arts and professional programs. Independent and comprehensive, the University of San Diego is dedicated to providing a value-based education to all students in its College and Schools.

A Roman Catholic institution, the University is committed to belief in God, to the recognition of the dignity of each individual, and to the development of an active faith community. It is Catholic because it witnesses to and proclaims the Christian message as proclaimed by the Catholic Church.

The University welcomes and respects those whose lives are formed by different traditions, recognizing their important contribution to our pluralistic society and to an atmosphere of open discussion essential to liberal education. As a community the University is committed to collegiality, shared decision-making and academic freedom.

Education at the University is holistic, offering opportunities for intellectual, physical, spiritual, emotional, social, and cultural development. Students are challenged to develop knowledge, values and skills to enrich their lives and to prepare them for careers which will provide service to their global, civic, and faith communities.

GOALS

ACADEMIC EXCELLENCE

Academic excellence is an integral part of the liberal arts tradition. The University commits itself to excellence in all its academic and professional pursuits. Its primary goal is to achieve a level of academic excellence in teaching and scholarship that, both in fact and in reputation, rivals the best comprehensive universities.

The University will strive to develop the human, environmental, programmatic, evaluative, supporting, and financial resources that are necessary to achieve excellence as an institution of higher education whose primary mission is teaching and encouraging research and scholarship supportive of the teaching/learning environment.

VALUES

The University will continue to emphasize its commitment to the values that characterize the best in American higher education including Roman Catholic higher education. These values include academic integrity, academic freedom, the rigorous quest for understanding and truth, justice, prudence, temperance, fortitude, and compassion. The University's commitment to these values will permeate not only its undergraduate, graduate, and professional academic programs, but all of its programs, activities, and relationships.

INDIVIDUAL DIGNITY

The University will continue to promote and implement the principles that are associated with the dignity of the individual human being; individual responsibility; respect for each individual; sensitivity to the value of individual differences; and commitment to the view that a community is enriched by the diversity of points of view brought by individuals from a wide variety of cultural, ethnic, religious, and racial backgrounds.

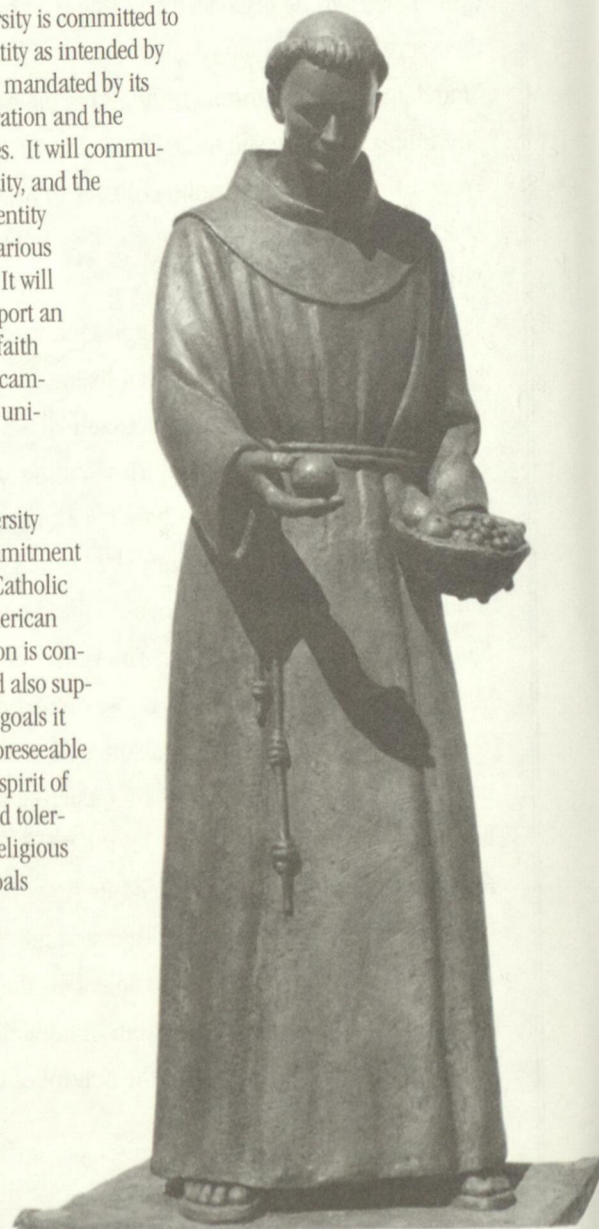
HOLISM

Education at the University of San Diego addresses the fullest development of the person, intellectually, physically, spiritually, emotionally, socially, and culturally. The University will promote this goal by providing reasonable opportunities, suitable facilities, and appropriate support services for the holistic growth of all its students, faculty and staff.

CATHOLICITY

The University is committed to its Catholic identity as intended by its founders and mandated by its corporate declaration and the Board of Trustees. It will communicate this identity, and the activities this identity inspires, to its various constituencies. It will continue to support an active Catholic faith community on campus through its university ministry program.

The University believes its commitment to the Roman Catholic tradition in American higher education is consistent with and also supports the other goals it has set for its foreseeable future and the spirit of ecumenism and tolerance of other religious beliefs those goals imply.



CAMPUS SETTING

The campus of the University of San Diego is named Alcalá Park after Alcalá, Spain, itself a university city and the site of the labors of Saint Didacus commonly known as San Diego. The University occupies a 180-acre table-land at the western end of Kearny Mesa, with views of the Pacific Ocean, Mission Bay, San Diego Harbor, and the surrounding mountains. The campus is superbly located in the nation's sixth largest city, ideally close to business, cultural, residential and recreational areas.

Balboa Park and Mission Bay Park, as well as miles of sandy beaches, are within easy reach of the University of San Diego campus. The San Diego Museum of Art, the Timken Museum, and the San Diego Museum of Contemporary Art represent one aspect of the city's cultural life; the aquarium of the Scripps Institute of Oceanography, the Museums of Man and of Natural History, and the marine exhibits at Sea World represent others. San Diego is also well known for its theatrical life, the Old Globe now one of the most highly regarded regional theaters in the nation. Being the site of California's first city, San Diego has worked to preserve its historic landmarks and can offer to residents and visitors a strong and immediate sense of the history of early California. Within a short radius of San Diego are the Mexican cities of Tijuana and Ensenada to the south, the metropolis of Los Angeles to the north, and, to the east, the desert and the mountains.

CULTURAL ACTIVITIES

Throughout the academic year cultural events are presented on campus to complement classroom study and to broaden the experience of students at all levels. In addition to inviting speakers on issues of contemporary interest, the University also sponsors concerts by faculty artists and brings drama, dance, music programs, and art exhibitions to campus. Founders Hall is the home of the Mays Native American Collection, the University's permanent collection of indigenous baskets and artifacts, and faculty and student exhibits are periodically displayed in the Visual Arts Center located in Sacred Heart Hall.

In Founders Gallery, a professional art exhibition facility, students have the opportunity to participate in the planning and design of exhibits. Exhibitions or works by well-established artists have brought the gallery high critical acclaim.

OFFICIAL RECOGNITION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, and is approved for veterans. The baccalaureate and master's programs of the Hahn School of Nursing are accredited by the NATIONAL LEAGUE FOR NURSING. The undergraduate and graduate programs of the School of Business Administration are accredited by the AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS. The School of Law is a member of

UNIVERSITY MEMBERSHIPS

The University is officially recognized by other professional organizations in addition to those listed below. See the *Undergraduate Bulletin* and *School of Law Bulletin*.

American Assembly of Collegiate Schools of Business
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admission Officers
American Council on Education
American Historical Association
American Political Science Association
Association of American Colleges & Universities
Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Graduate Schools in Catholic Colleges and Universities
Association of Independent California Colleges and Universities
Association of Independent California Colleges of Nursing
Association of Independent Liberal Arts Colleges of Teacher Education
California Association of Colleges of Nursing
California Association of Colleges for Teacher Education

California Council on Education of Teachers
California Primary Care Consortium
Center for Academic Integrity
College Entrance Examination Board
College Placement Council
College and University Personnel Association
Collegium
Consejo Latinoamericano de Escuelas de Administración
Council for the Advancement and Support of Education
Council of Graduate Schools in the United States
EDUCOM
Greater San Diego Chamber of Commerce
Independent California College and University Council for the Education of Teachers
Independent Colleges of Southern California
Institute of International Education
National Association of Advisors for the Health Professions
National Association of Foreign Student Affairs
National Association of Graduate Admissions Professionals
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators

National Association for Student Personnel Administrators
National Coalition for Campus Child Care
National Collegiate Athletic Association
National Council of University Research Administrators
National Council on Public History
National League for Nursing
National Society for Internships and Experiential Education
Pacific Association of Collegiate Registrars and Admissions Officers
San Diego County Technology Consortium
San Diego Oceans Foundation
San Diego Venture Group
Southern California Consortium of International Studies
Western Association of Graduate Schools
Western College Association and Western Association of Schools and Colleges
Western College Placement Association
Western Cooperative for Educational Telecommunications
Western Economic Association
Western Institute of Nursing
World Affairs Council



the ASSOCIATION OF AMERICAN LAW SCHOOLS and is approved by the AMERICAN BAR ASSOCIATION. The Marriage, Family, and Child Counseling program is accredited by the COMMISSION ON ACCREDITATION FOR MARRIAGE AND FAMILY THERAPY.

The University is authorized by the Commission on Teacher Credentialing of the State of California to recommend candidates for the Multiple Subject and Single Subject teaching credentials, the Bilingual Specialist and the Specialist in Special Education credentials, and the Administrative Services, Pupil Personnel Service, and School Nurse credentials.

THE UNIVERSITY OF SAN DIEGO - A NON-PROFIT CORPORATION

The University of San Diego is a California Non-Profit Corporation. Subject to any limitations contained in the general non-profit corporation law of the State of California, the powers of the University of San Diego corporation are exercised, its property controlled, and its affairs conducted by a Board of Trustees.

POLICY OF NON-DISCRIMINATION

The University of San Diego does not discriminate on the basis of race, color, religion, sex, national origin, age, or disability in admission to the University, in financial aid programs, in educational programs and policies, and in athletic and other University-administered programs. Inquiries concerning the application of the University's non-discrimination policies may be addressed to USD's Provost.

It is the policy of the University to employ and promote personnel regardless of the foregoing characteristics, unless one or more of them is a bona fide occupational qualification for a particular position. The University of San Diego is firmly committed to a policy of equal opportunity in all aspects of employee relations, including employment, salary administration, employee development, promotion, and transfer.

DISABILITY SERVICES

In keeping with its mission and goals, the University of San Diego promotes an environment of respect for and support of persons with disabilities. Through its Office of Disability Services, the University offers reasonable accommodation based upon current documentation of the disability and a professionally developed plan for matriculation to persons with disabilities who are pursuing a degree at USD.

For students with disabilities, including learning disabilities and Attention Deficit/Hyperactivity Disorder, verification of disability status can be filed here. Academic advising and supportive services are coordinated through the office and, when indicated, can include training in self-advocacy skills, disability management, referral to other services within the University and the San Diego community, and consultation with faculty and administration to identify and appropriately accommodate a student's specific needs regarding testing and course requirements.

Supportive services for students with disabilities may include note takers, taped textbooks, accommodated testing, or enlarged/brailled text. Recommendations for appropriate academic adjustments are at the discretion of the Director of Disability Services and are based on the most recent documentation provided by the student. After verification of disability has been forwarded by the Director of Disability Services to the student's

Academic Dean, recommended accommodations are arranged by the student with the individual faculty member.

The Office of Disability Services is located in Serra Hall 300. The hours of operation are Monday through Friday, 8:30 a.m. to 5:00 p.m.; and Wednesdays, 8:30 a.m. to 6:00 p.m. during the Fall and Spring semesters. Director: Mr. Ken Chep (phone: 260-4674, TDD: 260-4673, Fax: 260-4699)

GRIEVANCES

Students who believe they have grievances regarding USD's policy of non-discrimination toward the disabled or in other civil rights requirements may consult the Dean of the appropriate School or College if the problem concerns an academic matter; the Vice President for Student Affairs, Mr. Thomas Burke, for concerns about student services; the Director of Physical Plant, Mr. Roger Manion, for problems in use of physical facilities; or the Provost regarding overall coordination of civil rights compliance.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

In compliance with the Family Educational Rights and Privacy Act of 1974 (the "Buckley Amendment"), as amended, the University provides students the right to inspect and review their educational records.

The records are located in the Office of the Registrar, Founders Hall 113. Students may arrange for an appointment with the Registrar in order to inspect their records.

No personally identifiable information derived from the records will be disclosed to anyone, except certain University officials specified in the federal statute, without the student's written consent. Parents do not have the right to view records without the written consent of the student.

Students may amend or correct their records if information is inaccurate, misleading or incomplete. Students have the right to a hearing if the records are not corrected. If a student is dissatisfied with the results of a hearing, he or she may place a statement in the records to that effect. Students may file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

The Family Educational Rights and Privacy Act Office
U.S. Department of Education
330 "C" Street, Room 4511
Washington, D.C. 20202

STUDENT CONDUCT

Graduate students attending the University live by the guidance of the Student Code of Rights and Responsibilities available in the Student Affairs Office and excerpted in the Graduate Student Handbook. Other rules and regulations promulgated by departments of the University are also guidelines for student conduct, such as the policy on Academic Integrity and the University Parking Regulations. Copies of these policies are available upon request at the Student Affairs Office.



ADMISSION

Applicants for admission to the University of San Diego graduate programs must hold a bachelor's degree or its equivalent from an accredited and approved institution. Applicants for admission to either of the doctoral programs must also hold a master's degree. Selection for admission to the USD Graduate School is competitive and is based on evidence that the applicant will be able to pursue successfully a program leading to a post-baccalaureate degree, certificate, or credential in the field to which the student is applying. The applicant's undergraduate training should reflect breadth as well as appropriate preparation for advanced study in the field selected.

Applicants should thoroughly check departmental requirements specified in later sections of this *Bulletin*. These sections may include special application deadlines, minimum GPA, standardized tests, required prerequisite courses or credentials, and other requirements specific to the program.

The University does not admit applicants on provisional status to graduate programs. A department may recommend that an individual take additional courses or examinations prior to further consideration for admission, or it may require additional courses beyond program requirements as a condition for granting the degree.

PROCEDURE

Application for admission must be made directly to the:

Office of Graduate Admissions
University of San Diego
5998 Alcalá Park
San Diego, California 92110-2492
(619) 260-4524 or (800) 248-4873

INFORMATION FOR APPLICANTS

TERM OF MATRICULATION	ADMISSION PRIORITY FILING DATE	ADMISSION FINAL FILING DATE	USD FINANCIAL AID DEADLINE*
Fall 1997 (9-8-97)	5-1-97	8-22-97	5-1-97
Intersession 1998 (1-5-98)	11-14-97	12-15-97	-
Spring 1998 (1-28-98)	11-14-97	1-15-98	5-1-97
Summer 1998 (6-1-98)	3-16-98	5-15-98	-
Fall 1998 (9-8-98)	5-1-98	8-21-98	5-1-98
Intersession 1999 (1-4-99)	11-16-98	12-15-98	-
Spring 1999 (1-4-99)	11-16-98	1-15-99	5-1-98
Summer 1999 (6-1-99)	3-15-99	5-14-99	-

(Refer to program descriptions in case earlier deadlines apply.)

*Students applying for USD Financial Aid must submit applications for both admission and financial aid by May 1 for consideration for the Fall and/or Spring semesters. In addition, they must have all application documents on file and be accepted to the program no later than July 1.

APPLICATION PRIORITY FILING DATES FOR ADMISSION

(see program sections for special deadlines)

Unless otherwise indicated in the program sections of this *Bulletin*, the above application priority filing dates will be in effect (applicants who are also applying for financial aid must meet the deadlines established by the Financial Aid Office). In most cases, applications are considered by departments on a rolling basis as the application files are completed (see program sections for the following exceptions: MSN and DNSc in Nursing; EdD, MEd and MA in Leadership; MA in Marriage, Family, and Child Counseling; MFA in Dramatic Arts; M.S. in Marine Science).

Although it is possible that a program might be filled before the final priority filing date, applications that are received by the priority filing date will be given careful consideration. Applicants are expected to insure that all supporting credentials are received in the Office of Graduate Admissions by the final filing date. In order to finalize application processing and prepare matriculating student records, applications will not be accepted after the final filing date indicated above.

MATERIALS TO BE SUBMITTED BY APPLICANTS FOR DEGREES, CREDENTIALS OR CERTIFICATES

Applicants must make sure that all of the following materials are sent to the Office of Graduate Admissions in order for their applications to be reviewed.

1. The Application for Admission.
2. The stipulated Application Fee made payable to the University of San Diego. This is a non-refundable fee subject to change. International students must pay in currency of the United States, using an International Postal Money Order or a bank draft on a United States bank.
3. An official transcript (two, for credential applicants) documenting each course taken beyond the high school level (whether or not within a degree program) and all degrees awarded. Transcripts that do not bear the registrar's signature and/or the institution's seal are not official and are, therefore, unacceptable. Applicants from outside the United States must give evidence of eligibility for university entrance by furnishing official records covering all university work. English translations must accompany the records if the original is not written in English.



4. Three letters of recommendation (preferably on special forms provided with the application materials) from professors familiar with the applicant's scholarly work or from professional supervisors who have had experience in a graduate program and who can provide information regarding the applicant's potential for success as a graduate student.
5. Current resume (required for Business and Nursing; recommended for others).
6. Standardized admission test scores when required by department (see program section and "Admissions Tests" below).

ENGLISH PROFICIENCY

Students enrolled in graduate programs at USD must be able to comprehend written English easily, to understand rapid, idiomatic English used in lectures and group discussions, and to express themselves clearly in spoken and written English. A student who is not proficient in English at the time of application should not apply for admission. All graduate applicants, regardless of citizenship, whose undergraduate education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelors degree from a USD-approved postsecondary institution where English is the principal language of instruction must receive a minimum score of 580 on the Test of English as a Foreign Language (TOEFL). Individual degree programs may prescribe a higher minimum score. Applicants must also submit a score on the Test of Written English (TWE).

The TOEFL and TWE are administered by the Educational Testing Service (ETS) and are given at test centers throughout the world, including locations within the United States (see below for address and phone number).

ADMISSION TESTS

Some departments require applicants to submit the results of one of the following standardized tests (see "Additional Requirements for Admission" in the program sections). Registration forms, fee schedules, priority deadlines, and additional information for these tests are available from the Office of Graduate Admissions or by writing or calling the testing services at the following locations. USD's Institution Code number for all of these tests is 4849; this number must be included on the test registration form in order to have the official results sent to the University.

INTERNATIONAL STUDENT APPLICANTS

The University of San Diego welcomes applications from international students who can demonstrate their ability to undertake graduate work successfully in the United States. Applicants for admission from foreign countries must give evidence of eligibility for university entrance by furnishing official records covering all collegiate work as well as academic recommendations. All non-English academic records must be accompanied by an English translation certified true by the issuing school, a consulate official, or an official translator. Evaluation of foreign transcripts often requires several weeks; students presenting such transcripts are, therefore, urged to have them forwarded as early as possible.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) and the test of Written English (TWE)—see English Proficiency above. International students should read all admissions requirements for the program to which they are applying. It is the responsibility of the international student to see that all supporting documents are received one semester prior to enrollment.

International students cannot rely on financial assistance or awards from the University and must provide for their financial support from non-University sources. They must submit adequate proof of financial resources for all obligations for the full period of time for which they will be attending the University. Accepted students should send a \$50 non-refundable tuition deposit which will be credited to the student's account. Registration and housing information will be sent upon receipt of the deposit.

USD is authorized under Federal law to enroll non-immigrant alien students. The applicant must be accepted as a full-time student working toward a degree before he or she is eligible for an Immigration Form I-20. The I-20 will be sent to the accepted student upon receipt of an affidavit of support indicating the amount and source(s) of finances and a commitment deposit.

International students are required to purchase adequate health insurance coverage while enrolled at USD and may select from several plans designed specifically for international students. Information and forms are available in the International Resources Office.

California Basic Educational Skills Test (CBEST)

CBEST Program, National Evaluation Systems
P.O. Box 340880, Sacramento, CA 95834-0880
Phone: (916) 928-4001
Fax: (916) 928-9242

Graduate Record Examination (GRE)

Educational Testing Service, P.O. Box 6000,
Princeton, NJ 08541-6000
Phone: (609) 771-7670, (510) 873-8100
Fax: (609) 771-7906
Internet: <http://www.gre.org>

Graduate Management Admission Test (GMAT)

Educational Testing Service, P.O. Box 6103,
Princeton, NJ 08541-6103
Phone: (609) 771-7330
Fax: (609) 883-4349
Internet: <http://www.gmat.org>

Praxis Series

Educational Testing Service, P.O. Box 6051,
Princeton, NJ 08541-6051
Phone: (609) 771-7395, (800) 722-9476
Fax: (609) 530-0581
Internet: <http://www.ets.org/praxis/>

Miller Analogies Test (MAT)

The Psychological Corporation, 555 Academic
Court, San Antonio, TX 78204-3956
Phone: (210) 921-8802, (800) 622-3231
Fax: (210) 921-8861

Administration Site

USD Counseling Center, Serra Hall 300
Phone: (619) 260-4655

Test of English as a Foreign Language (TOEFL) and Test of Written English (TWE)

TOEFL/TSE Services, P.O. Box 6151, Princeton,
NJ 08541-6151
Phone: (609) 771-7100
Fax: (609) 771-7500
Internet: <http://gopher.ets.org>

NON-DEGREE SPECIAL STUDENTS

Any interested individual holding a bachelor's degree from an approved and accredited institution may apply for Special Student Status and may, with permission of the Office of Graduate Admissions and of the department or school involved, take up to 6 units of coursework offered by the University of San Diego Graduate School. Exceptions to the 6-unit limit must have



the recommendation of the program director and approval of the Dean of the school in which the course is offered. Some, but not all, departments will consider admission as a Special Student while the applicant is in the process of filing application documents. Admission and enrollment as a Special Student in no way obligates the department to admit an otherwise unqualified applicant. Special Students may be prohibited from enrolling in specific courses. The School of Business restricts Special Student Status to students already enrolled and in good standing in graduate programs at USD or other accredited and approved institutions.

ADMISSION TO JOINT-DEGREE PROGRAMS

Students desiring to pursue two degrees in one of USD's joint-degree programs must be admitted separately to each of the two schools involved. Current admission requirements and procedures for the College of Arts and Sciences and for the Schools of Business and Nursing are included in this *Bulletin*. For information regarding these joint graduate degree programs, please call the Office of Graduate Admissions at (619) 260-4524 or (800) 248-4873. Information and materials regarding admission to the School of Law should be requested from the Law School Admissions Office, at (619) 260-4600, ext. 4528.

Please Note: The Law School operates on a different calendar, and students are responsible for meeting all Law School deadlines for application, registration, payment, etc.

RECONSIDERATION FOR ADMISSION

An applicant who has been denied admission to a USD graduate program may request reconsideration under the following conditions:

1. the applicant must request of the Graduate Admissions Director in writing that his or her application be reconsidered;
2. in that written request, the applicant must indicate what new, substantial evidence is being provided for review by the Admissions Coordinator or Committee;
3. the applicant may then be reconsidered for admission, along with the total current applicant pool for the admission date in question, and will be subject to the policies and requirements of the *Bulletin* in effect at that time; the applicant will be informed of the committee's decision at the appropriate time.

TUITION AND FEES

1997-1998 EXPENSES FOR GRADUATE STUDENTS

All students are expected to become familiar with the financial obligations they incur by registering at the University. The following information provides the essential data; if in doubt, however, a student should make inquiries at the Student Accounts Office by the Registration/Fee Payment date. Tuition and fees listed here are for the Fall and Spring terms of the academic year 1997-98; amounts for the 1998-99 academic year have not yet been determined.

REGISTRATION AND FEE PAYMENT POLICY

Class registration is not officially completed until all tuition and fees are paid, except for those students who have prearranged to adopt the University's Monthly Installment Plan described below. Reserved classes may be revoked if the student does not complete fee payment by the assigned fee payment dates in September and February for the Fall and Spring semesters respectively. (See Academic Calendar for specific dates.) There is a \$60.00 late registration fee charged to

all students who do not complete fee payment by the deadline on the Academic Calendar. Accounts paid by a check which is returned by the bank uncollected are not considered paid. Credit cards are not accepted for tuition or fee payment.

Note to students on the Monthly Installment Plan: installment payments must be kept current throughout the contract life; otherwise, the University reserves the right to cancel the student's class reservation. If scheduled installment payments are not current by the assigned registration and fee payment days, the \$60.00 late registration fee must be paid.

REGISTRATION AND FEE PAYMENT PROCEDURE

Registration is a two-part process:

1. Reservation of Classes. The student must submit to the Registrar's Office the completed Academic Advisement form, either prior to telephone reservation or at the time of in-person registration. The form is available from, and must be signed by, the student's advisor.

2. Payment of Fees. The student must pay the required tuition and fees either in person or by mail to the Student Accounts Office. (Note earlier deadline for mail-in payment.) Students using the Monthly Installment Plan should fol-

TUITION 1997-98

Master's students.....	Per unit	\$555.00
Doctoral students	Per unit	\$570.00
Extension courses.....	contact Continuing Education Office	

Auditing charge.....	one-half the regular per-unit tuition charge
Admission Deposits (nonrefundable, credited to the student's tuition)	
Master's/Credential/Special	\$50.00
Doctoral	\$200.00

FEES

Application fee (nonrefundable, payable with application):		
Master's degree/Credential /Special applicants.....		\$45.00
Doctoral degree applicants.....		\$45.00
Education Fieldwork and Student Teaching	Fees variable	
Language Exam Fee	Per exam	\$15.00
Duplicate Transcript Fee.....		\$ 1.00
Graduate Student Association Fees		
up to 6.5 units		\$15.00
7 units or more.....		\$25.00
Summer G.S.A. Fee	(see Summer Bulletin)	
Late Registration Fee		\$60.00
Add/Drop Fee (for changing schedule)		\$ 5.00
Examination-for-Waiver Fee (School of Business)		\$50.00



low special instructions outlined below. Dates, times, and location for class reservation and fee payment are announced in advance by the Registrar's Office.

Note: *Students expecting to receive financial aid, a Student Loan or a Perkins Loan must make arrangements at Student Accounts Office by the registration/fee payment days. Failure to do so will subject student to a \$60.00 late registration fee.*

PAYMENT PLANS

PREPAYMENT PLANS

The Prepayment Plan, which currently allows a discount of 5% per annum for payment in advance of all tuition and fees, operates according to the following guidelines:

- The University reserves the right to change the discount rate.
- Students prepay for the entire academic year, or for Fall or Spring semester separately. Only one academic year may be paid in advance. Prepayment discount begins May 1.
- July 1 is the last day to prepay and receive a discount for the Fall semester; December 1 for the Spring semester.
- Amounts paid are refundable in full prior to first day of class for the Fall and Spring semesters. Subsequent to those dates, amounts due the University are governed by the University's published refund policy.

MONTHLY INSTALLMENT PLAN

The Monthly Installment Plan allows for payment in five (one semester) or ten (two semesters) installments subject to adjustments, covering estimated expenses for the Fall and/or Spring semesters. Both the five- and ten-payment Installment Plans have a \$50 nonrefundable administrative charge which is payable when submitting the application/worksheet to the Student Accounts Office. The Monthly Installment Plan operates according to the following guidelines:

- The student's account balance with the University must not be delinquent and prior semester charges must have been paid on a current basis to be considered for the Installment Contract.
- An application/worksheet for the five-payment

or ten-payment plan for the Fall semester must be received by the Student Accounts Office no later than June 1 to be eligible and for the Spring semester no later than November 1. A plan is available for those new students whose commitments to the University occur after the respective deadlines.

- Payments begin on July 1 for the full year/Fall semester plans and on December 1 for the Spring semester plan.
- Formal application for the five- or ten-payment Installment Plan must be made for each new academic year or semester.
- Adjustments are made to remaining contract payments as actual versus estimated charges and/or credits occur. Charges for various fines, citations, or other non-contractual charges are payable immediately and are not deferred over any remaining installment period.
- In the event of a contract default, USD may refuse the student or contract buyer a subsequent Retail Installment Contract.
- All payments, which are due on the first of the month throughout the contract life, must be current. If a student's Installment Plan is not kept current, the University reserves the right to cancel the student's class reservation.
- Tuition payments received are refundable in accordance with the University's published Refund Policy.
- If installment payments are not current at the time of the Fall and/or Spring Semester fee payment/registration deadlines, the \$60.00 late registration fee must be paid.
- International students are not eligible for the Monthly Installment Plan.

Note: *If the student's actual charges exceed the estimated amounts prepaid or financed on the Installment Plan, the student is responsible for paying any such amounts.*

Additional information on payment plans is available from the Installment Contract clerks in the Student Accounts Office (619) 260-4561. Worksheet/Application forms for the Installment Payment Plan may be obtained from the Student Accounts Office, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110-2492.

REFUND POLICY

1. FEES and DEPOSITS are not refundable.
2. TUITION is fully or partially refundable ONLY when a student withdraws officially. A Notice of Withdrawal form must be presented by the student to the Graduate Office, Founders Hall, room 106, where it will be date stamped. The following schedule applies:
 - 100% refund for withdrawal during the first week of classes of the regular academic semester;
 - 90% refund for withdrawal during the second week of classes;
 - 80% refund for withdrawal during the third week of classes;
 - 70% refund for withdrawal during the fourth week of classes;
 - 60% refund for withdrawal during the fifth and sixth weeks of classes;
 - 50% refund for withdrawal during the seventh week of classes;
 - 40% refund for withdrawal during the eighth week of classes;
 - NO REFUND of tuition will be made for withdrawal after the end of the eighth week of classes.

The date of withdrawal for refund purposes is considered the date the Notice of Withdrawal form is received and date stamped in the Graduate Office. Any graduate student who thinks that his or her individual case warrants an exception to this policy should consult the Dean of his/her program's school.

Note: The tuition refund policy for Intercession and Summer Sessions is published in the appropriate bulletins because the sessions differ in length. For details please contact the Intercession/Summer Sessions secretary in Founders 108.

FINANCIAL ASSISTANCE

The primary purpose of the financial aid program at the University of San Diego is to provide assistance to students who, without such aid, would be unable to attend the University. Financial assistance consists of graduate fellowships, assistantships, traineeships, grants, loans and opportunities for employment.

APPLICATION PROCEDURES

Students must complete the Free



Application for Federal Student Aid (FAFSA) to be considered for federal and state aid. Additionally, students must complete the USD Financial Aid Application (USD FAA) to be considered for USD funds. Students must request the *Guide to Applying for Financial Aid at USD* from the USD Office of Financial Aid for deadlines and detailed information. Students should also inquire through the school or department to which they are applying regarding financial assistance opportunities specific to that school or department.

A. FINANCIAL ASSISTANCE AVAILABLE THROUGH THE USD OFFICE OF FINANCIAL AID

Eligibility requirements:

1. The student must be officially accepted by the Office of Graduate Admissions and must maintain satisfactory academic progress. "Special Students" (i.e. not admitted to a degree/certificate/credential program) are not eligible for financial aid.
2. The student must be a United States citizen or eligible non-citizen.
3. The student must not be in default on any federal loan or owe a refund on any federal grant.
4. Most programs administered by the USD Office of Financial Aid are based on financial need.
5. Most funds are available only to eligible students enrolled on at least a half-time basis (4 units for Master's students, 3 units for doctoral students) who are pursuing a degree, credential or certificate.
6. Students should contact the USD Office of Financial Aid and obtain the *Guide to Applying for Financial Aid at USD* and the appropriate application forms.

Programs:

USD Graduate Grant (USDGG)

Because applications for graduate grants far exceed funds available, priority for the USDGG is given to students with greatest need. Applicants must have been officially admitted to the USD graduate program by July 1 and must have submitted complete financial aid application forms by May 1 to receive priority consideration for a grant **for the following academic year**. Students must enroll for at least 6 units to be considered for a USDGG.

Federal Perkins Loan

Depending on availability of funding, qualified students may receive a Federal Perkins Loan to assist in covering tuition costs. Federal Perkins Loan funds are very limited and are normally used to supplement Federal Stafford Loans.

Federal Stafford Loan

Federal Stafford Loans are available to help meet educational expenses. A graduate student pursuing a degree at USD ("Special Students" excluded) may apply for up to \$18,500 per year. There are two elements of the Federal Stafford Loan Program.

1. The Subsidized Stafford is available to eligible students based on financial need (using information from the financial aid application forms and supporting documents). The interest on this loan is paid by the federal government on the student's behalf while the student is enrolled in an eligible program on at least a half-time basis. The maximum Subsidized Federal Stafford is \$8,500 per year.
2. The Unsubsidized Stafford is available to all eligible students who are enrolled at least half-time. However, interest on this loan must be paid by the student during all school attendance. The maximum Unsubsidized Federal Stafford is \$10,000 per year plus any remaining eligibility from the Federal Stafford up to a total of \$18,500.

The interest rate on the Federal Stafford and the Unsubsidized Federal Stafford is an annual variable rate based on the 91-day T-bill plus 3.1%, not to exceed 8.25%. To assure that loan funds are received on time, application should be made at least 10-12 weeks before the beginning of the academic term. For more details on the Federal Stafford Loan, contact the USD Office of Financial Aid.

Federal Work-Study/College Work-Opportunity (FWS/CWO)

A very limited number of positions are available for graduate students. Those wishing to take advantage of this opportunity should apply as soon as possible to the Coordinator of Student Employment.

B. CALIFORNIA STATE GRADUATE FELLOWSHIPS

These fellowships are awarded by the California Student Aid Commission to California residents who plan to pursue a graduate degree and intend to become a college or university faculty member. Teaching credential or certificate programs do not meet the requirements of the fellowship program. Applicants with financial need are ranked competitively according to undergraduate and graduate grades, test scores, and consideration of disadvantaged backgrounds. Applications and details regarding deadlines are available from the USD Office of Financial Aid or from the California Student Aid Commission, Central Inquiry Division, P.O. Box 510845, Sacramento, CA 94245-0845.

C. OTHER FELLOWSHIPS, ASSISTANTSHIPS AND TRAINEESHIPS

1. Some graduate fellowships are awarded by the University each year. Information is available from the Graduate Office or through the school or department to which the student is applying. Deadlines for application vary.
2. A limited number of graduate assistantships are available. Interested students should contact the Office of Human Resources for information.
3. Some traineeship grants are offered through individual schools or departments, particularly the School of Nursing. Information is available from the appropriate dean or department chair.

D. FINANCIAL ASSISTANCE FOR GRADUATE CERTIFICATE PROGRAMS

Students should consult the individual program director.

E. OFF-CAMPUS EMPLOYMENT

The USD Student Employment Center helps students locate part-time off-campus employment in the San Diego metropolitan area. Job referrals and further details are posted on the Part-Time Job Board at the USD Student Employment Center.

F. VETERANS ASSISTANCE

Eligible veterans and dependents interested in applying for VA benefits should contact the VA Coordinator in the Registrar's Office.

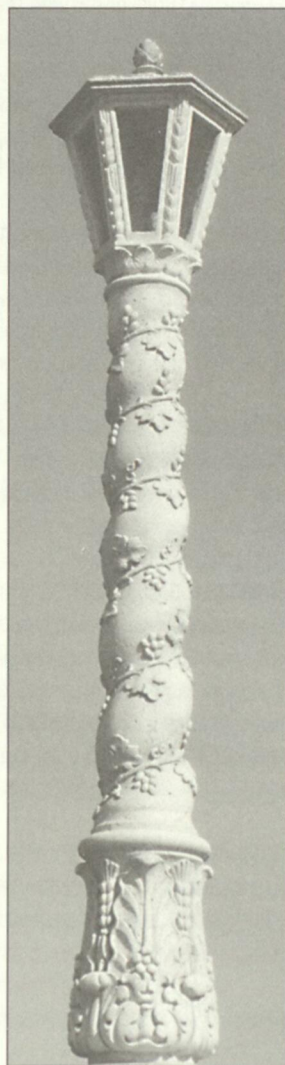


GRADUATE HOUSING

Limited on-campus housing is available for accepted and deposited full-time USD graduate and law students. Interested individuals should contact the Housing Office (619) 260-4622 or (800) 248-4873 for details about graduate housing both on-campus and off-campus.

DINING CARD/PLUS

Dining Services has several Dining Card/Plus plans to choose from. The plans have the benefit of combining both meals and a Plus [cash] Account, or you may choose an All Cash Account. The plans are designed to expand your dining options and to provide you with convenience, flexibility, quality, and value. Information regarding the Dining Card/Plus can be obtained from the Dining Services Office in the Hahn University Center, lower level, or call (619) 260-8880.



ACADEMIC PROGRAM

Most USD graduate courses are offered during the late afternoon and early evening hours, although course schedules vary by department and school to accommodate student needs. A list of courses offered and their days and times is printed each Fall and Spring Semester in the Directory of Classes. In addition, day and evening graduate classes may be available during the three-week January Intersession and the Summer Sessions. Students should consult the Summer and Intersession Bulletins for scheduling information.

The chart below shows the range of academic programs offered by the Graduate School of the

University of San Diego. (Through its School of Law, separate from the Graduate School, the University of San Diego also offers programs leading to the degrees of Juris Doctor and Master of Laws. Information about these programs is available from the USD School of Law.)

GENERAL ACADEMIC REGULATIONS

By completing the registration process, the student acknowledges the academic regulations of the University, accepts them, and pledges to abide by them.

INTEGRITY OF SCHOLARSHIP

The University of San Diego is an academic institution, an instrument of learning. As such, the University is predicated on the principles of

GRADUATE PROGRAMS

Administrative Services Preliminary Credential.....	p. 66
Administrative Services Professional Credential.....	p. 66
Adult Nurse Practitioner, MSN, Post-MSN Certificate.....	p. 84, 87
Business Administration, MBA.....	p. 44
Case Management for Vulnerable Populations, MSN.....	p. 83
Counseling, MA, Post-Master's Certificate.....	p. 55
Curriculum and Instruction, MA, MEd.....	p. 58
Dramatic Arts, MFA.....	p. 26
Educational Leadership, MEd.....	p. 66
Family Health Nurse Practitioner, MSN, Post-MSN Certificate.....	p. 83, 86
Health Care Systems, MSN.....	p. 83
History, MA.....	p. 28
International Business, MIB.....	p. 47
International Relations, MA.....	p. 31
Joint degrees: (International Relations/Law: Business/Law; Business/Nursing; International Business/Law).....	p. 13
Leadership Studies, EdD, MA.....	p. 52, 66
Learning Handicapped Specialist Credential.....	p. 64
Marine Science, MS.....	p. 33
Marriage, Family, Child Counseling, MA.....	p. 67
Master of Arts in Teaching, MAT.....	p. 60
Multiple Subjects Teaching Credential.....	p. 61
Multiple Subjects (Bilingual) Teaching Credential.....	p. 61
Nursing, Accelerated BSN/MSN.....	p. 87
Nursing Science, DNSc.....	p. 80
Pastoral Care and Counseling, MA, Certificate of Advanced Studies.....	p. 36
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scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the University has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access to an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of dishonesty can lead to penalties in a course such as reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

Because of the seriousness of academic dishonesty, further penalties at the level of the University community may be applied; such penalties include but are not limited to probation, a letter of censure, suspension, or expulsion. Copies of the full policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, and Academic Deans, and in the Faculty Handbook. Instructors also explain other specific expectations regarding academic integrity in their classes.

CREDIT AND GRADING SYSTEM

At the end of each semester or session a graduate student's grade and credit in semester hours for each course taken is recorded on the transcript and the grade report sent to students' homes. A final grade of less than "C-" is not acceptable, and the courses in which the grade was earned will not count toward the graduate degree (see Repetition of Courses). Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall Grade Point Average in their program.

GRADE POINT AVERAGE (GPA)

The Grade Point Average is computed by first multiplying the number of units for each course under consideration by the number of grade points assigned to the grade received for the course; the total number of grade points earned in the period is then divided by the total number of applicable units attempted. Grade points and attempted credit units for courses with a grade of "I" (unless the deadline for completion has passed), "Pass," or "W" are not included in the GPA calculation.

Grade points are assigned as follows: A = 4.00, B = 3.00, C = 2.00, D = 1.00, F = 0. A plus or minus raises or lowers the course grade points by one point in 3- and 4-unit courses; by 2 points in courses of 5 units or more. No additional points are awarded for an A+.

GRADE OF INCOMPLETE

The grade of Incomplete may be recorded to indicate:

- that the requirements of a course have been substantially completed, but, for a legitimate reason, a small fraction of the work remains to be completed;
- and that the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline.

It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an Incomplete grade prior to the posting of final grades. The Incomplete grade is not counted in the computation of the grade point average, nor is credit

earned for the semester/session for which the grade was authorized.

The instructor should discuss with the student the conditions and deadline for completion, whenever possible. In addition, the instructor must document the conditions and deadline using the Petition for Grade of "Incomplete." The form must be submitted to the Registrar's Office with the final grade roster. Students who receive a grade of Incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise, the "I" grade will be counted as an "F."

Students on financial aid should be aware that taking an incomplete grade may affect their eligibility for financial aid by their failure to earn the appropriate amount of credit within a year.

PASS/FAIL GRADING

Graduate students may not elect the Pass/Fail grade for regularly graded courses. A grade of Pass or Fail is assigned, however, in specifically designated courses. A grade of "C-" or better is required for a grade of "Pass." For a "Pass," credit is awarded, but units do not enter into the computation of the GPA. A "Fail" grade will be computed as a grade of "F."

Graduate students who take a course in the USD Law School will have the grade converted automatically to Pass or Fail on the graduate transcript unless the student requests the regular grading option in writing to the Graduate Office no later than the 10th day of the semester in which the course is being taken. Students who elect the regular grading option may not change back to Pass/Fail.

RESPONSIBILITY OF STUDENTS

Students enrolled at USD are responsible for adhering to all regulations, schedules, and deadlines outlined in this Bulletin and in any handbooks, contracts, or guideline sheets pertinent to their program. Students have the further responsibility of ensuring that all graduation requirements are met.

Questions on these matters should be directed to the student's faculty advisor.



REPETITION OF COURSES

A student who has earned a grade of "D" or "F" in a course may be allowed to repeat the course. If allowed, it may be repeated one time only. The higher grade of the two earned will be calculated in the student's cumulative grade point average, although both grades will remain on the transcript. Students may not take the repeated course at another institution without the permission of the program area dean.

Students are allowed to repeat only one course during their enrollment in a graduate program at USD (exception: 2 courses in the MBA and MIB programs). Within some programs, specific required courses are not approved for repetition (see appropriate program section). A student who fails such a course will not be permitted to continue in the program.

Students who earn a grade other than "D" or "F," but that is defined as unacceptable in a specific course or program, may also repeat the course in question as outlined above.

ACADEMIC PROBATION AND DISQUALIFICATION

To be in good academic standing in the Graduate School, students must maintain in their program courses the minimum semester and cumulative Grade Point Average (GPA) that is required by their program. Students should consult program descriptions for details regarding the minimum acceptable grade for courses and the minimum overall grade point average required in their program. The following GPA minimums are calculated on a 4.00 scale:

College of Arts & Sciences MA, MFA, MS	3.00
School of Business Administration	
MBA, MIB.....	2.75
School of Education	
EdD, MA, MEd, MAT, Credentials	3.00
School of Nursing DNSc, MSN, Credential	3.00

Any student who has completed at least 6 units of coursework and whose cumulative USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for his or her next 6 units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Students who wish to appeal their disqualifi-

cation must do so in writing to the Dean of the College or School in which their program resides within 10 calendar days of receiving such notice.

APPLICABILITY OF NEW ACADEMIC REQUIREMENTS

Changes in academic requirements subsequent to publication of this *Bulletin* are not applicable to graduate students already enrolled at the University of San Diego, although students who so choose may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

When a department or school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course. If new requirements are favorable to the student, the University may make them immediately applicable, unless the student objects.

REGISTRATION POLICIES AND PROCEDURES

Only students who have been officially admitted to USD's graduate degree, certificate, credential, or special programs are permitted to register. Registration takes place only when the student completes and submits all appropriate forms and pays all required tuition and fees. No credit will be granted for courses in which a student is not officially admitted and registered.

CONTINUOUS REGISTRATION

Upon matriculation, students are expected to **register every Fall and Spring semester** until all degree requirements have been completed. Some programs have more stringent residency requirements including Summer enrollment; consult program descriptions for details.

Exceptions to this policy will be made for students who have been approved for a Leave of Absence (see Leave of Absence policy, below). Generally, a Leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students whose programs require continuous registration between the completion of all coursework and final submission of the thesis. In these cases, students must continue to register each semester until the degree is completed.

NEW GRADUATE STUDENTS

All admitted applicants will receive new-student information and registration materials with their letters of acceptance. Although new students are encouraged to meet with a faculty advisor prior to enrollment, they must wait until they receive a letter of admission and pay the Admission Deposit, before they can register (*Note registration periods in Academic Calendar*). Students must observe all deadlines for return of registration materials and payment of fees. All international students must report to the International Student Advisor promptly upon arrival at USD.

CHANGE OF ADDRESS

Students are responsible for informing the Registrar's Office in writing of any change in either their permanent or local address so that they will receive all information vital to their enrollment. Failure to receive instructions due to an incorrect address will not be considered a legitimate reason for a policy exception if the student did not file a change of address form in the Registrar's Office prior to the mailing of the information.

REGISTRATION DEADLINES

Students are responsible for adhering to the deadlines for registration, payment, withdrawal, and change of registration listed in the Academic Calendars that are published in the Graduate Bulletin, the Summer Sessions Bulletin, the Intersession Bulletin, and in registration instructions distributed subsequently.

CHANGE OF COURSE REGISTRATION

Students who wish to change their registration must do so on the appropriate form, within the approved time period published in the University bulletins. In the regular Fall and Spring semesters, courses may be added during the first two weeks of class (advisor's signature required) and may be dropped until the tenth week of the semester. For deadlines during Summer and Intersession, see the Summer and Intersession Bulletins.

Students who receive any form of financial aid must consult with the administrator of the financial aid program if their registered units drop below the required number of units for continuation of aid.

Students who discontinue class attendance and



neglect to withdraw officially from ("drop") the course are subject to failing the class. Courses dropped before the last day to add a class will not be included on the transcript. Courses officially dropped between the last day to add classes and the last day to withdraw from classes will receive a grade of "W" (not included in the GPA). After the drop deadline, a grade will be reported for all courses.

Registered students who withdraw from the University (i.e., terminate all courses in progress) must officially drop their courses by filing a Notice of Withdrawal form in the Graduate Office. The same drop policies and deadlines apply to students who withdraw from the University as for those who drop only one course. (Also see Withdrawal from the University.)

AUDITING

Graduate students in good standing may audit courses. They may attend a class without receiving credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected. Course-auditors are not eligible for credit by examination in the course.

Students interested in auditing must register for the course according to the usual procedures and pay a tuition fee equal to half the standard tuition fee. Students registering for credit have priority over those registering to audit.

CHANGE OF GRADUATE PROGRAM OR EMPHASIS

Students currently enrolled in a graduate program who wish to change to another program or emphasis must seek official approval using one of the following procedures. Students should meet with the director of the graduate program of interest to determine which procedure to follow. The director will review the student's record in light of current admission criteria, applicant pool, and space available. If approved, the student will be subject to the policies and requirements in effect at the beginning of the semester/session of transfer. Individuals currently enrolled as special (non-degree) students must file a regular admission application described in Procedure Two below.

Procedure One: *File Petition for Change of Graduate Program or Emphasis*

Students must submit a current copy of their USD transcript and a Petition for Change of Graduate Program or Emphasis (available in Graduate Office and program departments) to the

director of the graduate program of interest. Additional documentation may be required by the director. The decision of the director or department will be sent to the Graduate Office which will notify the student, original department, and other relevant offices on campus regarding the outcome of the petition.

Procedure Two: *File Admission Application with Graduate Admissions Office*

Students must submit a regular application form to the Graduate Admissions Office and include any additional or updated credentials that are not currently on file in that office. The application will be handled in the usual manner by the Graduate Admissions Office.

LEAVE OF ABSENCE

An official Leave of Absence is an approved, limited suspension of participation in a graduate program during the Fall and/or Spring semester (a Leave is not necessary for the January Intersession or the Summer Sessions). A Leave allows students in good academic standing to take time off and return to the University without applying for readmission. However, a Leave does not constitute grounds for an extension of the time limit for degree completion. Under ordinary circumstances, Leaves will be granted for up to one calendar year. Students who fail to return (or obtain permission to extend their Leave at the end of the approved term) and who later wish to return to the program, will be required to reapply for admission under the admission and program requirements in effect at the later date. Generally a Leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students who have completed all coursework and are working on a thesis. Students on academic probation normally are not eligible for a Leave.

Because students are not registered during a Leave, they may not be eligible for the campus privileges for which a current ID card is necessary. Financial aid and international student visas are typically suspended for students on Leave of Absence. In addition, the Leave may trigger the beginning of the loan repayment period for students with loan deferments.

Students should petition for a Leave prior to the requested leave period. Students who find it

necessary to discontinue enrollment during a term may also petition for a Leave. In addition, however, they must officially withdraw from their courses by submitting a Notice of Withdrawal form in the Graduate Office within the approved deadline.

Students may pick up a Petition for Leave of Absence form from their program staff member or the Graduate Office, Founders 106. It must be approved by the student's advisor and program director/coordinator and be submitted to the Graduate Office for final processing.

WITHDRAWAL FROM THE UNIVERSITY

Students who terminate their enrollment in a graduate program must file an official Notice of Withdrawal with the Graduate Office. If they are currently registered for courses, students must withdraw prior to the deadline to withdraw from classes (see Academic Calendars in campus bulletins; also see Refund Policy). Courses dropped on or before the deadline will receive a grade of "W" (not included in the GPA). Filing a Notice of Withdrawal after the deadline will make the withdrawal effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment after the withdrawal deadline due to a documented emergency may petition the Graduate Office for an exception to this policy; however, the petition must be filed prior to the last day of classes and is subject to review.

TRANSFER OF GRADUATE CREDIT

Students may petition to transfer credit from another university under the following conditions. It is recommended that students petition during their first semester in order to plan their academic program accurately (exception: DNSc, see p. 80). Transfer petitions for previous work will not be accepted in the student's final term unless the transfer course is being taken in the final term. Upon matriculation at USD, students must **receive approval prior to taking coursework outside USD if they plan to transfer it into a degree program.** Students may petition the Dean of the College/School in which the program resides for an exception to the following regulations, but should do so only after consulting with the advisor and director/coordinator of the graduate program, whose recommendations must appear on the Petition for Transfer of Graduate Credit.



1. Credit must be from an accredited, USD-approved university.
2. Credit must be at the graduate-level at the university of origin. The student is responsible for submitting acceptable supporting documentation.
3. Credit must be relevant to the USD degree program and be approved by the program director/coordinator.
4. Transfer courses cannot repeat essentially the same content of work taken at USD.
5. Credit may not be used (or have been used) toward any other degree.
6. Typically, credit earned more than 5 years prior to matriculation at USD will not be accepted.
7. A grade of "B" or higher must have been earned (grade of "pass" or "satisfactory" ordinarily is not acceptable).
8. Students must supply satisfactory documentation regarding course content for independent study or self-directed courses.
9. The number of credit hours transferred will be based on USD's semester credit system rounded down to the nearest full or half unit (multiply the number of quarter hours by .67 and round **down**). For example, 4 quarter-hours x .67 = 2.68 which will be recorded as 2.5 USD semester-hour units). It is the student's responsibility to make up the difference if the total number of degree credits falls short of the requirement for the degree. The amount of USD credit awarded may not exceed the equivalent amount on the originating transcript.
10. Although transfer credit grades from other universities will be posted on the USD transcript, the grades will not be computed in the USD grade point average for probation/disqualification review.
11. See table below for the maximum number of non-USD credits allowed:

Maximum Number of Semester Units Transferable	Program
6	MIB & MBA Programs
6	30 - 44 unit Master's
9	45 - 53 unit Master's
12	54 - 60 unit Doctorate

No exception to these limits will be made without the explicit written permission of the Dean of the program's College/School.

PROCEDURE FOR TRANSFER OF CREDIT Courses Taken Prior to Enrollment at USD

The student should discuss the possibility of credit transfer with the advisor and program director/coordinator. Any exceptions to transfer credit policies must also have the approval of the Dean of the program's College/School. The student should secure the appropriate signatures on the Petition for Transfer of Graduate Credit and submit it to the Graduate Office. The student must also request that an official transcript of the course be sent to the Registrar's Office if the transcript was not included among the admission documents. When both the petition and transcript are on file they will be reviewed in the Graduate Office for conformity to USD policies.

Courses Taken After Enrollment at USD

USD students planning to take a degree requirement or elective at another university must process the transfer petition as described above prior to taking the course. Immediately upon completion of the course, the student must request that an official transcript be sent to the USD Registrar's Office. After the petition and transcript are on file they will be reviewed by the Graduate Office for conformity to USD policies.

WAIVER OF REQUIREMENTS

Students who have taken an equivalent course prior to enrollment at USD may petition to waive a course requirement; however, the number of required credit hours remains the same. Consequently, students must enroll in approved coursework to make up the difference in the total number of units required. USD has discretion to approve or deny course waivers based on the content of the course and when or where it was taken.

There are three exceptions to this policy. The 60-unit master's programs in Business allow students to waive up to 30 units of credit; the 45-48 unit Nurse Practitioner master's programs allow students to waive up to 9 units; and the other Nursing master's programs (39-42 units) allow up to 6 units. In all of these cases students must earn at least 30 units through USD.

COMPLETION OF DEGREE REQUIREMENTS – THE PETITION TO GRADUATE

In order to be cleared for degree completion, students must file a Petition to Graduate in the Graduate Office by the deadlines outlined in the Academic Calendar in the front of this *Bulletin*.

Deadlines for defense and submission of theses and dissertations are also listed in the Calendar and must be observed.

PARTICIPATION IN COMMENCEMENT CEREMONIES

Commencement participation and program listing at the annual May ceremony are limited to graduates who have completed the degree in the previous summer, fall, or intersession and to May candidates who met the graduation petition deadline and have completed all work for the degree prior to Commencement. Please note the following exception:

Graduate students scheduled to receive their degree in the following August who have nine units or fewer of remaining work may participate if their work falls in the category of coursework, practicum/ fieldwork/ student teaching, or internship. Such August graduates must take the remaining summer work at USD and they must register and pay for their remaining units in the Summer School Office by May 1.

Students scheduled to graduate in August whose remaining program requirements include any of the following will not be allowed to participate in the preceding May Commencement: foreign language or comprehensive exam; final project, or integration paper; master's thesis; or doctoral dissertation. August graduates whose work falls into the latter categories and all students who finish in the subsequent Fall semester and January Intersession may participate in Commencement the following May, at which time their names will be listed in the program.

In every case, all necessary papers and petitions must be filed prior to the deadlines specified in the Academic Calendar. (See pp. 2-6)

TRANSCRIPTS, ACADEMIC RECORDS, AND DIPLOMAS

The transcript is the official, chronological record of the student's credit and grades. It is maintained and distributed by the Registrar in Founders Hall, Room 113. Students may request official copies of their transcripts. There is no charge for the first copy; a fee of \$1.00 is charged for each additional transcript. Requests for transcripts must be made in writing to the Registrar.

The Academic Record (AR) is a list of requirements for each student's major and the courses that have been taken to meet the require-



ments. It is designed to keep students updated on their academic progress and to let them know if waived or transferred courses have been approved and processed. The AR is sent by the Graduate Office to registered graduate students and their advisors each Fall and Spring semester.

The diploma is issued by the Graduate Office to students who have petitioned to graduate and have been cleared for degree completion by the program, by the Graduate Office and by other pertinent offices on campus. Students may pick up their diplomas at the annual Commencement Ceremony in May or request that the diploma be sent to them after the term in which they complete their requirements.

Note: Transcripts and diplomas will not be released to students who have an outstanding balance with Student Accounts.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

(see program descriptions for additional requirements)

UNIT REQUIREMENTS

The master's programs offered at the University of San Diego vary in length (minimum 30 semester-units). Although some programs require full-time enrollment, most allow students to attend on a part-time basis.

LIMITATION OF TIME

All requirements for the master's degree, including the thesis where required, must be completed within six years of matriculation.

FOREIGN LANGUAGE REQUIREMENT

Foreign language proficiency in a relevant language, although not a general requirement of the Graduate School, is required by some programs. In the College of Arts and Sciences, the International Relations program requires foreign language proficiency, generally at a level equivalent to four semesters of undergraduate language study in a single language. For specific requirements, students in this program should consult their graduate advisor about the most appropriate way to meet the expectation for foreign language proficiency.

Students in the Master of International Business program are required to demonstrate oral competence in one language other than English. Competence is defined as a score of "Intermediate" on the ACTFL Scale (or equivalent). Students may complete this requirement at any time during the program, but are encouraged to do so as early as possible.

International students in graduate programs which include a foreign language requirement must satisfy that requirement with a language other than English. A student may show competence through examination in the native language, if that language is relevant to the student's discipline and if the language is approved by the graduate program director.

COMPREHENSIVE AND ORAL EXAMINATIONS

A written comprehensive examination and/or an oral examination including a thesis defense may be required, depending on the program. Students should consult the degree requirements in the relevant program description

in this *Bulletin*, and they should consult with the graduate program director regarding details and petition deadlines.

THESIS

Where required by the department, the student must submit a thesis of original content or interpretation, testifying to scholarly research, presented in acceptable style, and adhering to copyright law and to the regulations pertaining to the use of human and/or animal subjects. The course designation for thesis and the number of units required are specified in the relevant program descriptions. Once coursework is completed, the student must register for at least one unit of thesis each semester until completion of the degree. Students at this stage are not eligible to take a Leave of Absence.

The thesis must be completed, approved, and submitted to the Graduate Office within two years after the first registration for thesis units.

Detailed instructions for the preparation and submission of the master's thesis are presented in a pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis*, available for sale in the University Bookstore. The deadlines for submitting the approved and final copies of the thesis are listed in the Academic Calendar in this *Bulletin*. Students who fail to submit the thesis by the published deadline will not be eligible for graduation in the current term. If the thesis is submitted prior to the tenth day of the next semester, the student will not be required to register for thesis supervision and will be eligible to petition for graduation in the subsequent term. (Also see *Access to Theses and Dissertations*, p.22)

GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREE

(see program descriptions for additional requirements)

UNIT REQUIREMENTS

The doctoral programs offered at the University of San Diego vary in length (minimum 54 semester-units). They build upon professional experience and prior academic work done at the master's level.

RESIDENCY REQUIREMENT

Although USD's doctoral programs are designed primarily for persons employed full-time, the University still considers that a limited



Photo by Kim Howard

Henny Russell (MFA '97) as Bianca in the Old Globe production of *"The Taming of the Shrew."*



period of intensive study is essential for a meaningful and rigorous educational program. See individual program descriptions below for options to meeting this requirement.

QUALIFYING EXAMINATIONS, ADMISSION TO CANDIDACY, AND TIME LIMITATIONS

Refer to individual program descriptions.

DISSERTATION

Students in USD's doctoral programs must complete a dissertation of scholarly quality, demonstrating their ability to conduct original research and to report findings with complete documentation and presentation of data and adherence to copyright law and to the regulations pertaining to the use of human and/or animal subjects. Specific dissertation requirements are set out in the program descriptions in this *Bulletin* and in the Doctoral Handbook of each school. Deadlines for the defense and submission of the dissertation are included in the Academic Calendar at the beginning of this *Bulletin*.

After completing all coursework and the required 9 units of dissertation credit, **students must continue to register for one unit of dissertation in each Fall and Spring semester to maintain candidacy until the dissertation is completed and has been successfully defended, approved, and submitted to the Graduate Office.**

Students at this stage are not eligible to take a Leave of Absence.

The deadlines for submitting the approved and final copies of the dissertation are listed in the Academic Calendar in this *Bulletin*. Students who fail to submit the dissertation by the published deadline will not be eligible for graduation in the current term. If the dissertation is submitted prior to the tenth day of the next semester, the student will not be required to register for dissertation supervision and will be eligible to petition for graduation in the subsequent term.

ACCESS TO THESES AND DISSERTATIONS

Copies of accepted theses and dissertations by USD students will be incorporated into the Copley Library collection; dissertations also will be catalogued in a national database. Theses and dissertations will be accessible to the general public through normal circulation and inter-library loan procedures.

ACADEMIC RESOURCES AND FACILITIES

LIBRARY FACILITIES

The Helen K. and James S. Copley Library, located on the west end of the campus, houses over three hundred thousand books and bound periodicals and includes subscriptions to 2,000 journals as well as collections of electronic texts, reference works, government documents, pamphlets, newspapers in many languages, and rare books. Library faculty and professional and support staff work to make the collection available to the University community and provide extensive reference service and assistance to students in the preparation of papers, research reports, and other assignments. The library is open 95 hours each week and its resources are organized in accessible, open stacks.

In addition to its own collection, Copley Library has network connections via the Internet with most libraries in North America, and with major information and bibliographic databases. Increasingly databases are accessible to students from computers within the libraries or in their homes, dorms, or office. SALLY, USD's on-line catalog of the campus libraries and Media Services, can be accessed by any computer modem. Photocopy machines and microform reader/printers are available for student use. Over 700 study spaces are provided in reading rooms, quiet carrels, and group study rooms.

LEGAL RESEARCH CENTER

The Katherine M. and George M. Pardee, Jr. Legal Research Center, located between the School of Law and the School of Education, has a collection of over 395,000 volumes and volume equivalents. The computer legal research systems include Lexis, Westlaw, Dialog, Nexis, and Legal Trac. The LRC is a state and federal documents depository and has a complete collection of United Nations documents.

MEDIA SERVICES

Media Services, a division of Copley Library, provides support to the USD instructional community with nonprint information services. It has video and audio tapes, laser discs, slides, filmstrips, compact discs, and multimedia kits available. Students, faculty, and staff may use these materials in the Media Service carrels or class-

rooms, or may check them out for off-campus use. Media-equipped classrooms are available for occasional or semester-long booking. Media Services is equipped for video production and it has a video-editing suite for use on academic projects. It has several computers and many presentation programs for in-classroom use. In addition, multimedia labs are being planned for the future. Media Services is located in the north-east ground floor of Maher Hall. Please see posted schedules for operating hours.

ACADEMIC COMPUTING FACILITIES

USD has several minicomputer systems for campus use. These include one VAX 5810 running Ultrix and a SparcServer 1000 running the UNIX operating system. E-mail accounts may be obtained in Serra 205 by USD ID holders. Student Lab facilities on campus include:

1. The Serra Hall Workstation Lab (Room 205)

This terminal room is the primary open-access, general computer use facility for the campus. Approximately 10 - 15 DOS workstations under a Novell server provide access to standard as well as other special-use applications. A similar number of Macintosh workstations linked via Appleshare provide standard Macintosh applications. Finally, there are nearly 10 terminals in the lab for access to the minicomputers. Laser printers are available for output. All stations have access to the campus network.

2. The Olin Hall Microcomputer Lab (Room 122)

Primarily for users of IBM-compatible microcomputers. A Novell network serves approximately 30 workstations and includes two laser printers. There is a Macintosh station with access to print facilities. Terminal access to the minicomputers as well as a high speed line printer are also available through terminal emulation packages.

3. The Serra Hall Microcomputer Lab (Room 185 A/B)

This lab consists of two lab/classroom areas. Serra 185A houses 20 Macintosh II class workstations for high end graphics or media instruction, while Serra 185B houses 24 DOS 486 stations networked to a Novell server. Both facilities have a built-in instructor workstation





and may be reserved for an occasional classroom presentation. When not used for class demonstration, the lab is an open lab for supported applications. Word processing in this lab is discouraged.

4. **The Maher Teaching Lab (Room 100)**

This lab has 29 high-end Pentium PCs networked to a Novell server. The facility has a built-in instructor's station connected to an overhead data projector. The lab may be reserved for classes in which computers are used as an instructional tool. When not in use as a classroom, the room may function as a lab.

5. **Serra 154**

Houses SUN Workstations and an HP 720 workstation. Primarily for CPU intensive applications.

6. **Serra 172**

This lab is for terminal access only.

NOTE: Virtually all workstations in academic computing labs are tied to the University's network, allowing users to access processors in remote locations.

In addition to the above labs, the Pardee Legal Research Center houses a 28 Windows workstation lab for purposes of legal research for law students, faculty and staff. The University Center has a public use lab facility on the first floor and there are some limited microcomputer facilities available in the Mission Crossroads. There are also two computer oriented classrooms - Serra 170 and Serra 209. Hours of operation will be posted on the doors.

OTHER RESOURCES AND SERVICES

UNIVERSITY MINISTRY

Because the University of San Diego is a Roman Catholic institution of higher learning, it is responsible in a unique way for the development of viable campus ministry programs to proclaim the Gospel and the presence of Christ in the midst of the campus community. To further this pastoral service to the entire university, a ministry team has been established which includes ministers to serve the graduate and law student communities. Graduate and Law Campus Ministry programs are designed to encourage spiritual and liturgical growth. University Ministry also offers pastoral counseling, and promotes ecumenical exchange and moral, social, and professional issue awareness.

STUDENT HEALTH SERVICES

The Health Center is designed to provide limited outpatient care for registered students. It is open from 8:30 a.m. to 4:30 p.m., Monday through Thursday and 8:30 a.m. to 4 p.m. on Friday. Emergency first aid is available at the Public Safety Office (260-2222) 24 hours a day, 7 days a week. An R.N. is on duty during the hours the Health Center is open and a doctor is available 20 hours a week for clinic appointments during Fall and Spring semesters. A dermatologist is available by appointment only.

There is a nominal charge for medicine, supplies, and lab work which is due when the service is rendered. There is no fee for the physician visit. Maintenance allergy antigen injections are given during clinic hours at no charge to students who provide the antigen and paperwork from their allergist. A 20-minute wait is required after an injection is received.

STUDENT HEALTH INSURANCE

Health insurance is suggested for all full-time students, if not already covered by a policy. Insurance information can be obtained through the University at the Office of Student Affairs in the University Center.

COUNSELING SERVICES

Consistent with the University's philosophy of providing personal attention to its students, the University of San Diego Counseling Center (USDCC) has professional psychologists (and three psychologists-in-training, from the American Psychological Association-accredited, California School of Professional Psychology-San Diego) who provide a variety of services to facilitate students' psychological growth and needs.

Many students experience difficulties as they adjust to graduate student life: stress, confusion, loneliness, anxiety, depression, and relationship or family issues are common. Individual, group, relationship and couples/family counseling are available. Each currently enrolled student is entitled to 12 sessions of personal/social counseling each calendar year at no cost. All services are confidential within legal and ethical guidelines. Referrals to other professionals (psychiatrists, physicians, attorneys, drug/alcohol abuse specialists, etc.) are made as appropriate.

Workshops and seminars on areas of special interest are provided throughout the year, in individual as well as series format. The Center also provides psychological self-help materials, a lending library (over 300 books and video/audio tape titles on time-management, building self-esteem, gender issues, multicultural awareness, stress, etc.) and support groups for individuals with eating concerns, students with learning disabilities, and adult children of alcoholics (ACA) are also offered. Psychoeducational groups cover a variety of topics, including men's support and the development of healthy relationships.

Academic counseling is available to students wishing assistance with academic navigational skills such as test-taking, time-management, decision-making, and stress management, among others. Psychological assessment in conjunction with counseling is free of charge and performed only as necessary.

Fees are assessed for administering the following standardized tests: The Miller Analogies Test (MAT), Minnesota Multiphasic Personality Inventory (MMPI), and the National League for



GENERAL INFORMATION

Nursing examinations (NLN). Each is available by appointment.

The Counseling Center is located in Serra 303 and is open Monday - Friday 8:30 a.m. to 5:00 p.m.; Wednesday 8:30 a.m. to 6:00 p.m. Phone: (619) 260-4675, fax: (619) 260-4699.

CAREER SERVICES

Career Services emphasizes an individualized approach to career planning, which involves serious examination of how interests, values, skills, and education relate to career decisions. Computerized career assessment programs, career days, and an Alumni Career Network are active resources for graduate student use. Students are offered employment assistance with workshops and personal appointments on resume/vita

preparation, interviewing skills, and job search strategies. A number of employers conduct on-campus interviews each semester. Information on career options, internships, and current job openings is available in the Career Library.

Career Services is open Monday - Friday 8:30 a.m. to 5:00 p.m., with extended hours on Wednesday from 8:30 a.m. to 6:00 p.m.

INTERNATIONAL RESOURCES OFFICE

The International Resources Office has the general responsibility for the welfare of all students attending the University on visas. The office handles all immigration matters, offers general advising, provides orientation programs, and moderates the activities of the International Student Association.

THE MANCHESTER FAMILY CHILD DEVELOPMENT CENTER

The center accepts children between the ages of 3 and 5, including those not yet toilet-trained. Both full- and half-time enrollment options are available. Affiliated with USD's School of Education, the center serves as a practicum and research site for members of the University community. For additional information, including current tuition rates, please contact the Center staff at (619) 260-4620.

SPORTS AND RECREATION

The Recreation Center offers members of the University community many opportunities to use their leisure time constructively and to complement USD's academic experience. Students are encouraged to use the facilities of the Sports Center at the east end of campus. They include a heated swimming pool, a 6-basket gym, 2 indoor volleyball courts, 4 tennis courts, and weight and exercise rooms. Other on-campus facilities include a canyon multi-use field, softball field, soccer/multi-use field by the Mission dorms, a jogging track and field at the west end of campus, and 8 more tennis courts adjacent to Copley Library. In addition, the sailing, water-skiing, and surfing facilities and equipment at the Mission Bay Aquatic Center are available for use on a fee basis by the USD community.

BOOKSTORE

The USD Bookstore, located in Loma Hall, stocks all required textbooks (new and used) and school supplies. In addition, you will find a selection of general books, calculators, art supplies, cards and gift items, stationery, USD clothing, class rings, imprinted merchandise, backpacks, magazines, film, and photo processing. The Bookstore also carries computer hardware, software, and computer supplies and offers services such as faxes and mail orders.

Regular Semester Hours:

Monday through Thursday 9 a.m. to 6 p.m.
Friday 9 a.m. to 4 p.m.
Saturday 11 a.m. to 4 p.m.
Sunday CLOSED
(Extended hours provided at the beginning of each semester.)



President Bill Clinton and Senator Bob Dole after debate at USD.



The **USD Bookstore Express Store** carries a wide variety of snack items and other sundries.

Regular Semester Hours:

Monday through Thursday..7:45 a.m. to 6 p.m.
 Friday7:45 a.m. to 4:00 p.m.
 Saturday9:00 a.m. to 4:00 p.m.
 SundayCLOSED
(Extended hours provided at the beginning of each semester.)

To confirm hours, or if you have any questions, please call (619) 260-4551.

Book Refund Policy

The refund deadline for course textbooks is TWO weeks from the first day of classes. Textbooks purchased after the two week deadline have a 24 hour deadline for refund.

MAIL CENTER

The Mail Center is located on the eastern end of the ground floor of Loma Hall. Mail boxes are provided in the lobby area for students who reside in Maher, Camino, and Founders Halls, Mission Crossroads and the Alcala Vistas. When available, non-resident students may rent mail-boxes at a costs of \$20 per semester.

Service window hours are 9 a.m. to 4:30 p.m. Monday through Friday. Stamps may be purchased as well as postage for domestic and international parcels. UPS and Federal Express services are also available.

GRADUATE STUDENT ASSOCIATIONS

The Graduate Student associations are funded by graduate student fees to enhance the intellectual and social life of graduate students. The organizations include the Graduate Student Associations in the College of Arts and Sciences; the Graduate Business Student Association; the Graduate Education Student Association; and the Graduate Nursing Students' Association. Each organization elects its own slate of officers to represent it before the University administration and each association functions as a service organization. Although not every association provides the same services, many hold social functions throughout the year, provide scholarship assistance, award fellowships, and assist students with job placement.



The Hahn University Center is converted to an international media filing hub during the Presidential Debate.

THE UNIVERSITY OF SAN DIEGO ALUMNI ASSOCIATION

The Alumni Association involves USD graduates in the ongoing life of the University, informing alumni of University activities, and providing benefits, services, and volunteer opportunities. Governed by a Board of Directors, the Association plans class reunions, Homecoming, the Alumni Mass, Graduate Career Night, and other special events. In addition, the Association offers service programs and opportunities for career development. Special-interest groups include:

THE ALUMNAE OF THE SACRED HEART. A unit of the national Associated Alumnae of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

USD GRADUATE SCHOOL OF BUSINESS ALUMNI ASSOCIATION. Promotes the interests of the University and the Graduate School of Business and maintains a mutually beneficial relationship between the alumni and the University.

USD SCHOOL OF EDUCATION ALUMNI ASSOCIATION. Encourages educational, social, and career development for the School of Education and the University.

USD SCHOOL OF NURSING ALUMNI ASSOCIATION.

Encourages educational, social, and career development for the School of Nursing and the University.

UNIVERSITY CENTER

The University Center offers meeting areas, spaces for cultural events, and several indoor and outdoor dining spaces. In addition to the Main Student and Faculty Dining Rooms, the Deli, and Marketplace on the main level, students will find Traditions, the campus grill, on the lower level, open late into the evening.

The center houses the offices for student government, student publications, undergraduate student organizations, as well as the Office of Student Affairs and University Ministry. A 500-seat multi-purpose room allows presentations of films, speakers, cultural programs, popular entertainment programs and exhibits. The center also includes lounges, music listening areas, a computer room, a game room, and a ticket booth.

University Center Hours: Monday-Friday 7 a.m. to midnight, Saturday 9 a.m. to 10 p.m., Sunday 9 a.m. to midnight.

University Center Hours:

Monday-Friday7 a.m. to midnight
 Saturday9 a.m. to 10 p.m.
 Sunday9 a.m. to midnight



MASTER OF FINE ARTS IN DRAMATIC ARTS

FACULTY

RICHARD SEER, Program Director; Acting
FRED MILLER ROBINSON, Chair, USD English
Department; Modern Drama
JACK O'BRIEN, Old Globe Theatre Artistic
Director
CRAIG NOEL, Old Globe Theatre Executive
Director

D. AMELIA, Movement
WILLIAM ANTON, Film/Television
MARIA CARRERA, Alexander Technique
CYNTHIA CAYWOOD, Restoration Drama
RICHARD EASTON, Actor-Mentor
SHELDON EPPS, Audition Technique
GERHARD GESSNER, Yoga
VICTORIA HAYNE, Renaissance Drama
CLAUDIA HILL, Voice and Speech
KATHERINE MCGRATH, Acting
JAMES WINKER, Scansion/Verse

COLLEGE OF ARTS AND SCIENCES

The artistic staff of The Old Globe Theatre, long involved in educating, training, and developing actors, has joined with the University of San Diego to create a program specifically addressed to the minds as well as the voices and bodies of aspiring actors. This program provides the classical skills and the rigorous literary grounding that classical drama requires, thereby meeting the needs not only of the Old Globe Theatre itself but

also of classical theater nationwide.

Students participating in this two-year, 60-unit program fulfill the academic portion of their study at the University of San Diego under the direction of the Department of English, and their practical theatrical work at the Old Globe Theatre, under the supervision of Globe staff.

This is a highly selective program, usually limited to 7 or 8 new admissions per year.

ADDITIONAL REQUIREMENTS FOR ADMISSION

(See pages 11 - 13 for basic admission requirements)

Entrance Semester	• Fall
Application Deadline	• January 10
Minimum Grade Point Average	• None
Standardized Admission Test	• None
Required Coursework	• None
Required Licenses/Credentials	• None
Additional Requirements	• Photograph and Resume (and audition for applicants who meet preliminary selection criteria)

REQUIREMENTS FOR THE DEGREE

Students are expected to complete the 60 units of graduate work for this degree in two consecutive years, according to the following schedule. All courses carry three units of credit.

First Year - Fall Semester

Eng 281 Text & Context: Modern Drama
Eng 285A Movement
Eng 286A Acting Instruction
Eng 298A Voice & Speech

First Year - Intersession

Eng 280 Graduate Colloquium

First Year - Spring Semester

Eng 212 Text & Context: Classical Drama
Eng 285B Movement
Eng 286B Acting Instruction
Eng 298B Voice & Speech

Second Year - Summer

Eng 297A Globe Production

Second Year - Fall Semester

Eng 213 Text & Context: Verse
Eng 285C Movement
Eng 286C Acting Instruction
Eng 298C Voice & Speech

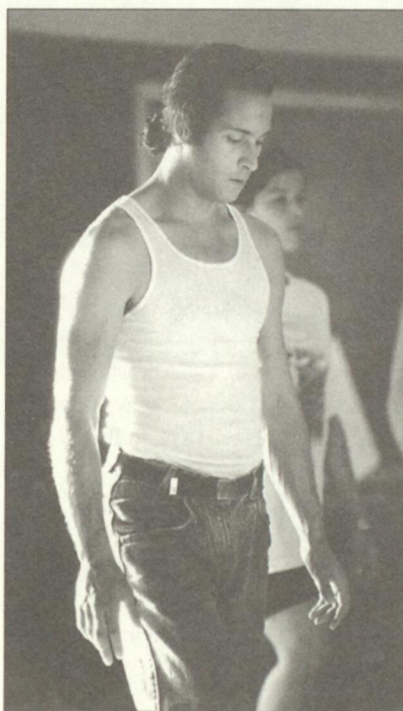
Second Year - Spring Semester

Eng 215A Topics in Drama
Eng 285D Movement
Eng 286D Acting Instruction
Eng 298D Voice & Speech

Second Year - Summer

Eng 297B Globe Production
Eng 297C Globe Production

Courses will be undertaken either at the Globe or at USD, under the supervision of the Director of the program with the advice and consent of the Oversight Committee for the MFA Program. Periodic evaluations, apart from the normal grading process, will help determine the advisability of students' continuing in the program.



David Natale (MFA '95)



COURSES

ENGL 212 Text and Context: Classical Drama (3)

A study of the cultural background of a specific "classical" period — e.g. Greek or Roman, Renaissance, Restoration, and Eighteenth Century — keyed to a chosen play for production. Readings in drama of the period may be supplemented by social/historical/political/artistic material.

ENGL 213 Text and Context: Verse (3)

A study of verse drama and poetry. Students will study the skills necessary to read and recite elevated and concentrated language with clarity and precision.

ENGL 215A Text and Context: Topics in Drama (3)

Independent study with a faculty member in preparation for the program thesis, a solo performance piece. Includes research, consultation, and rehearsal work.

ENGL 280 Graduate Colloquium (3)

Workshop exploring the particular skills required to perform a chosen genre of dramatic literature. The theatrical genres and skills studied vary from year to year.

ENGL 281 Text and Context: Modern Drama (3)

A survey course in drama from Ibsen to the present. Provides students with a reading background in the period as a context for their Winter and/or Spring productions.

ENGL 285A,B,C,D Movement (3)

Movement disciplines explored might include: yoga; Alexander technique; ballet; modern dance; and jazz. Workshops in period dance and stage combat are also included. Continues for the duration of the program.

ENGL 286A,B,C,D Acting (3)

An individualized, workshop approach to the study of acting and acting styles, focusing on the development of the specific talents of each student. Utilizes exercises and projects designed to expand the actor's capabilities. Special attention is placed on textual analysis. Performance will be an integral part of each course. Continues for the duration of the program.

ENGL 297A,B,C Globe Production (3)

Independent study practicum under the supervision of the Director of the program. Includes rehearsal and performance participation, as well as discussions and seminars with professional company members at the Old Globe Theatre.

ENGL 298A,B,C,D Voice and Speech (3)

This area of study concentrates on the skills necessary to develop the optimum in vocal technique. Emphasis is on relaxation, breathing, articulation, release of tension, phonetic transcription, and dialects. Continues over the duration of the program.



Photo by Ken Howard

Jennifer Schelter (MFA '94) and Carolyn McCormack in the Old Globe production of "The Way of the World."



MASTER OF ARTS IN HISTORY

FACULTY

LOUIS S. WARREN, Graduate Program Director,
Assistant Professor, Ph.D., Yale University

IRIS H.W. ENGSTRAND, Professor, Ph.D.,
University of Southern California

MICHAEL J. GONZALEZ, Assistant Professor, Ph.D.,
University of California, Berkeley

JAMES O. GUMP, Professor, Ph.D., University of
Nebraska

ELIZABETH A. (COBBS) HOFFMAN, Associate
Professor, Ph.D., Stanford University

MOLLY A. MCCLAIN, Assistant Professor, Ph.D.,
Yale University

JAMES K. OTTE, Professor, Ph.D., University of
Southern California

STEVEN E. SCHOENHERR, Associate Professor,
Ph.D., University of Delaware

KENNETH SERBIN, Assistant Professor, Ph.D.,
University of California, San Diego

The Department of History at the University of San Diego offers graduate-level preparation for careers in teaching, public history, and historic preservation. The historian has traditionally been a generalist, schooled in the humanistic disciplines and accomplished in the skills of research and writing. In the modern world, however, many government, business, and educational agencies employ historians who have had training in specific areas of specialized historical research. Therefore, the graduate program in history at the University of San Diego combines the humanistic tradition with specific professional training and practice in the art of problem solving.

PROGRAM OPTIONS

Before registering, students are required to schedule an advising appointment with Dr. Louis Warren, Director of the Graduate Program in History. In consultation with Dr. Warren, students will work out a program of study emphasizing one of the options.

OPTION I. PREPARATION FOR TEACHING AND FURTHER GRADUATE WORK:

- Community college preparation
- Preparation for doctoral work
- Preparation for law school

ADDITIONAL REQUIREMENTS FOR ADMISSION

(See pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 3.00 (4.00 scale) in the last 50% of baccalaureate and all post-baccalaureate coursework
Standardized Admission Test	• Graduate Record Examination (GRE)
Coursework	• Some undergraduate coursework recommended in American Civilization or Western Civilization; methods in research and writing; computer literacy or statistics.
Required Licenses/Credentials	• None
Additional Requirements	• Bachelor's degree in history or a related discipline

Students in this specialization may choose to study the history of the United States, Europe, Latin America, and Africa, all appropriate courses of study for those interested in becoming teachers of history or in continuing on to doctoral work in history. This program is also open and recommended to qualified students who are interested in traditional academic history and who wish to broaden their educational background.

OPTION II. PUBLIC HISTORY/HISTORIC PRESERVATION:

- Government and business; research and policy analysis
- Motion picture history and screen writing
- Business, archives, and records management
- Historic sites archaeology
- Historic interpretation: museum or historical society work
- Park service employment
- Preparation for doctoral study

Public History is an exciting field, encompassing many areas of non-academic history: government and urban planning; policy analysis and research; business archives and records management; and the production of historical documents in television, radio, and films. Training in this field combines a sound historical background with skills in demand by business and government: the ability to do thorough research and analyze complex problems under tight deadlines; the ability to write clearly and precisely; and the ability to bring an historical perspective to a

current problem. Training in this field prepares students for employment as urban planners, research analysts for state legislators, assistants to mayors or city managers, public information officers, or corporate information specialists.

OPTION III. TEACHING AND PUBLIC HISTORY - COMBINED TRACK:

- This option allows students to combine Options I and II.

THESIS

Candidates for the master's degree in history must write a thesis showing proficiency in research, independent thought, and expression or they must produce a videotaped program or other media production. The thesis topic is to be approved by a faculty committee of at least two USD History department members. Following approval of the thesis topic by the faculty, students will enroll in History 264, Thesis, until the 6-unit requirement is met. If students have not completed the thesis by the time all required courses are completed (including 6 units of HIST 264), they must continue to register for one unit of thesis each semester (excluding summer and intersession) until the thesis is completed and accepted.

A pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis* is available for sale in the University Bookstore (Also see thesis policy on p. 21).



GRADUATE COURSES AND SEMINARS

HIST 200A Core Seminar in History (3)

Required for all M.A. candidates in history. An examination of prominent historical methodologies and research methods. Readings, papers, intensive discussion.

HIST 200B Public History Seminar (3)

Examination of material culture as an alternative methodology and as the basis for most work in public history, including museum work. Encompasses some theory in history of technology as well as artifact conservation, historic preservation, and museum techniques including registration and cataloging, interpretation, and exhibit strategies. The course will also subsume such topics as fundraising, education and outreach, and the role of museums in communities.

HIST 201 Teaching Seminar (3)

Discussion of teaching methods, evaluation of course content, preparation of audio-visual materials, and oral presentations simulating actual classroom lectures. Essential for those preparing to become teachers or continuing the pursuit of graduate degrees in history.

HIST 202 Issues in Historiography (3)

An in-depth examination of prominent historians and major issues in ancient, medieval, and modern historiography; also includes philosophy of history. Topics may vary.

HIST 208A/208 B Historic Sites Archaeology (3/3)

A continuing program in archaeology through field excavations or laboratory research. The program is interdisciplinary in nature. Course limited to one semester each division A & B. Prerequisite: permission of instructor.

HIST 221/222 Medieval Europe (3/3)

An examination of the political, social, economic, and cultural foundations of Western civilization. Topics will include representative institutions and social interaction during the Middle Ages.

REQUIREMENTS FOR THE DEGREE

I. Preparation for Teaching and Further Graduate Work (30 units):

- Core Seminar, HIST 200A (taken during the first semester) (3)
- Teaching Seminar, HIST 201 (should be taken in the student's first year) (3)
- Elective History courses (to include at least 12 units of graduate-level courses and no more than 6 units of undergraduate upper-division courses) (18)
- Thesis, HIST 264 (see below) (6)
- Foreign language proficiency (if warranted by research topic, consult advisor)
- Although not required in this track, students may take Internship, HIST 297 as an elective

II. Public History/Historic Preservation (30 units):

- Core Seminar, HIST 200A (taken during the first semester) (3)
- Public History Seminar, HIST 200B (taken before the internship) (3)
- Elective History courses (to include at least 12 units of graduate-level courses and no more than 3 units of undergraduate upper-division courses) (15)
- Internship, HIST 297. One semester working in an approved local business or government agency with a final written report. The nature of the project will be defined in advance by the agency and the student's faculty advisor. (3)
- Thesis, HIST 264 (see below) (6)
- Foreign language proficiency (if warranted by research topic, consult advisor)

III. Teaching and Public History - Combined Track (30 units):

- Core Seminar, HIST 200A (taken during the first semester) (3)
- Public History Seminar, HIST 200B (taken before the internship) (3)
- Teaching Seminar, HIST 201 (3)
- Elective History courses (12 units, to include a maximum of 6 units of USD undergraduate upper-division courses) (12)
- Internship, HIST 297. One semester working in an approved local business or government agency with a final written report. The nature of the project will be defined in advance by the agency and the student's faculty advisor. (3)
- Thesis, HIST 264 (see below) (6)
- Foreign language or computer/media proficiency (if warranted by research topic, consult advisor)

HIST 233 Early Modern Europe (3)

An analysis of European moods, movements, and people from the sixteenth through the eighteenth centuries. Special attention will be given to the processes contributing to the Enlightenment and the French Revolution.

HIST 246 Modern Europe (3)

An examination of major themes in nineteenth and twentieth century Europe. Topics include romanticism, liberalism, socialism, the industrial revolution, nationalism, imperialism, origins of WWI and WWII, total war, the Cold War, and globalism.

HIST 261 Mexico and Latin America (3)

Studies of various themes in Mexican and Latin American history, including colonial settlement, the missionary frontier, Indian legislation, wars for independence, socioeconomic change in the modern era, and United States-Latin American relations.

HIST 264 Thesis (1-6)

May be repeated.

HIST 270 American Environmental History (3)

Examination of the ways people in America have perceived, used, and changed American environments from the pre-Columbian era to the present.



Readings in ecological change, human ideas and uses of nature, history of conservation and environmental policy. No science background required.

HIST 271/272 U.S. History (3/3)

An examination of different political, social, intellectual, and cultural themes or topics in American history, such as colonization and settlement, business and urban history, progressivism and reform, and twentieth-century technology, media, and consumerism.

HIST 275 Local and Public History (3)

Studies of themes and problems in American local and public history. Topics include historic preservation, historical society and museum management, oral history, and historical editing.

HIST 280/281 Western America (3/3)

Studies in the discovery, exploration, and settlement of the Trans-Mississippi West. Analysis and interpretation of the role of the American Indian, trading, mining, aridity, and the U.S. Army in shaping the history of the region.

HIST 288/289 California (3/3)

An examination of political, economic, and cultural themes in the history of California from its discovery to the late twentieth century. Special emphasis will be given to Spanish and Mexican cultural contributions, the role of San Diego, and urbanization in the modern period.

HIST 291 Topics in African History (3)

A critical analysis of themes in the African historical experience, focusing on the period after 1500. Topics will include the South African dilemma, the slave trade and slavery, and the colonial legacy.

HIST 292 Asian History (3)

A critical study in issues related to East Asia, including China's relations with the United States, Soviet Union, and the Third World, colonialism and independence in South and Southeast Asia, and Japan's emergence as a global economic power.

HIST 297 Internship

See Department Advisors responsible for assignments of internships.

HIST 299 Independent Study (1-3)

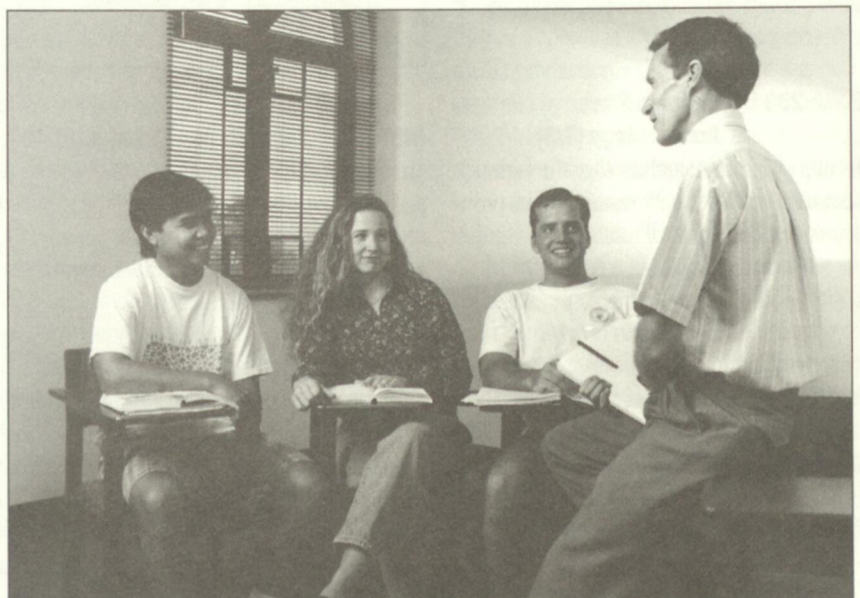
Consult Department Chair for guidelines.

UNDERGRADUATE COURSES

See the Undergraduate Bulletin for course descriptions.

- HIST 110 The Ancient World (3)
- HIST 111 Greek and Roman Civilizations (3)
- HIST 112 Greek and Roman Civilizations (3)
- HIST 121 Medieval History (3)
- HIST 122 Medieval History (3)
- HIST 131 Renaissance and Reformation (3)
- HIST 133 From Reformation to Revolution (3)
- HIST 145 Topics in Military History (3)
- HIST 146 Topics in Early European History (3)
- HIST 147 Topics in Modern European History (3)
- HIST 150 History of England to 1688 (3)
- HIST 151 History of England and Great Britain Since 1688 (3)
- HIST 152 The British Imperial Experience (3)
- HIST 153 History of Spain I (3)
- HIST 154 History of Spain II (3)
- HIST 155 Imperial Russia (3)
- HIST 156 Russia Since 1917 (3)
- HIST 157 Topics in Russian and East European History (3)
- HIST 158 Topics in Modern World History (3)
- HIST 159 The 19th and 20th Century Middle East (3)
- HIST 160 Latin America I (3)

- HIST 161 Latin America II (3)
- HIST 162 Topics in Latin American History (3)
- HIST 164 Topics in Asian History (3)
- HIST 165 History of China (3)
- HIST 166 History of Japan (3)
- HIST 168 Topics in U.S. Mass Media History (3)
- HIST 170 American Environmental History (3)
- HIST 171 Topics in Early American History (3)
- HIST 173 Armed Conflict in American Society (3)
- HIST 174 Civil War and Reconstruction (3)
- HIST 175 Topics in Modern American History (3)
- HIST 176 United States Diplomatic History I (3)
- HIST 177 United States Diplomatic History II (3)
- HIST 178 Topics in U.S. Intellectual and Social History (3)
- HIST 179 United States Business and Economic History (3)
- HIST 180 The American West I (3)
- HIST 181 The American West II (3)
- HIST 182 The Spanish Borderlands (3)
- HIST 183 Mexican-American History (3)
- HIST 184 History of Mexico (3)
- HIST 186 The Pacific Ocean in History (3)
- HIST 187 History of Baja California (3)
- HIST 188 History of California I (3)
- HIST 189 History of California II (3)
- HIST 190 History of Africa (3)
- HIST 191 Issues in Modern Africa (3)



Professor Jim Gump meets with students.



MASTER OF ARTS IN INTERNATIONAL RELATIONS

FACULTY

RANDY WILLOUGHBY, Graduate Advisor, Associate Professor, Ph.D., University of California, Berkeley; Politics in Europe, International Security

SR. MAUREEN CRONIN, R.S.C.J., Adjunct Professor, Ph.D. Stanford University; International Organizations, Politics in Canada

DELANE J. DICKSON, Associate Professor, Ph.D., University of Southern California, J.D., University of California, Los Angeles; Comparative and International Law

PATRICK E. DRINAN, Professor, Ph.D., University of Virginia; International Relations Theory, Politics in Russia

VIRGINIA L. MULLER, Professor, Ph.D., University of California, Santa Barbara; Political Theory, Politics in Latin America

VIDYA NADKARNI, Associate Professor, Ph.D., University of British Columbia; American Foreign Policy, Politics in Russia, East/Central Europe, and South Asia

VALI NASR, Associate Professor, Ph.D., Massachusetts Institute of Technology; International Political Economy, Politics in the Middle East and South Asia

NOELLE NORTON, Assistant Professor, Ph.D., University of California, Santa Barbara; American Politics

LEE ANN OTTO, Professor, Ph.D., University of British Columbia; International Relations Theory, Politics in Japan and China

MICHAEL PFAU, Associate Professor, Ph.D., State University of New York, Stony Brook; Politics in Germany, Corporate Political Risk

ADDITIONAL REQUIREMENTS FOR ADMISSION

(see pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 3.10 (4.00 scale)
Standardized Admission Test	• GRE General Test only
Required Coursework	• At least 24 units of undergraduate coursework in political science, economics and/or history, including courses in International Politics and American Government.
Required Licenses/Credentials	• None
Additional Requirements	• None

REQUIREMENTS FOR THE DEGREE

- Approval of courses by Political Science faculty advisor
- 24 units of political science at the 200-level including POL 205, Theories of International Relations
- Additional 6 units of relevant courses chosen from among economics, business administration, law, history, or political science; under certain circumstances and with special graduate level adjustments, these elective courses may be taken at the undergraduate, upper-division level

- Only one course with a grade of C+, C, or C- may count toward the degree
- No courses with a grade of D or F will count toward the degree although the grade will be calculated in the GPA
- Foreign language proficiency achieved through either native proficiency, fourth semester or sixth quarter college level coursework with grade of B or better, or USD administered proficiency examination with a passing grade
- Satisfactory performance (minimum grade of "B") on a comprehensive examination in the final semester

evening per week. The goals of the program are to allow students to pursue advanced understanding of world politics and to enhance their career options, particularly in international fields. The program also offers joint degrees in conjunction with the School of Law; interested students need to apply for admission to the relevant programs separately.

FINANCIAL AID

The Political Science department awards several small fellowships per semester to graduate students in the MAIR program. Typically, an award might run around 600 dollars and require a total of 30 hours of research assistance to a faculty member over the course of the semester.

Applications are available from the Graduate Advisor.



Professor Randy Willoughby speaks at Nuclear Arms Symposium at USD.

The Master of Arts Program in International Relations offers a 30-unit curriculum of comparative politics and international affairs. The program is supervised by the political science faculty, and eight of the ten courses required for the program involve seminars in that department. The two remaining courses are selected by the student from internationally oriented courses in the fields of business, economics, law, history and/or political science. Full-time students typically need one and one-half years to complete the program. Part-time study is also welcomed and accommodated by a schedule that convenes most graduate classes one



GRADUATE COURSES AND SEMINARS

DEPARTMENT OF POLITICAL SCIENCE

POL 205 Theories of International Relations (3)

An examination of modern theories of the operation of the international political system. This course is a degree requirement.

POL 210 Comparative Political Ideology (3)

An investigation of the ways in which theories of political life are applied in the real world. Special attention will be given to the major alternative approaches to political society, including authoritarianism, fascism, national socialism, communism, and liberal democracy. Students will explore topics such as utilitarianism, feminism, deep ecology, anarchy, social democracy, and both national and international capitalism.

POL 228 International Organizations (3)

An examination of the development of contemporary intergovernmental political organizations with emphasis on the United Nations system and the functional agencies. The future of supranationalism will be investigated with particular attention to the European Communities. (Students may not earn credit for both POL 228 and LAW International Organizations.)

POL 229 Law of the Sea (3)

A study of regimes of the sea including fisheries, seabed mining, and coastal management zones. The politics of ocean regulation will be examined with emphasis on the Third United Nations Conference on the Law of the Sea. The seminar will consider Law-of-the-Sea negotiations from three perspectives: 1) the development of international law; 2) the processes of international bargaining and negotiation; and 3) the decision-making processes associated with the formulation of maritime policies in individual countries. (Students may not earn credit for both POL 229 and LAW Law of the Sea.)

POL 230 International Political Economy (3)

An examination of the international and national political strategies affecting economic growth and global distribution of wealth.

POL 246 Alliance Systems in International Relations (3)

An analysis of alliance formation, operation, and disintegration with special emphasis on the contemporary era.

POL 254 West European Politics (3)

An examination of the political cultures, institutions, and parties of the United Kingdom, France, and Germany. Foreign and defense policies, including those relating to European integration, will receive special attention.

POL 259 Revolutionary Change (3)

A comparative study of the revolutionary process focusing on the causes and political implications of revolutionary change. The conditions that influence the outcome of revolutions and the effects on the international system will be examined.

POL 278 American Foreign Policy (3)

A study of the major foreign policy decisions currently confronting the United States government. Includes principal issues, background analysis, alternative actions, policies adopted, and results to date.

POL 279 U.S. National Security Policy (3)

An analysis of U.S. defense technology, politics, international relations theory, nuclear strategy, and third world intervention in the cold war and post-cold war eras.

POL 280 Politics in the U.S.S.R. and Soviet Successor States (3)

An examination of the political institutions and forces of change in the U.S.S.R. and Soviet successor states with particular attention to the difficulties of democratization, modernization, and capitalist transformation.

POL 282 Soviet and Post-Soviet Foreign Policy (3)

An examination of foreign policy in the USSR and its successor states focusing on competing institutions within the foreign policy establishments, changing security preoccupations, and the difficulties of realigning regional and global relationships in a structurally changed international system.

POL 285 Latin America in World Affairs (3)

An examination of Latin America's role in international politics. Foreign policy-making, pan-Americanism, and relations with the United States and other world powers will be explored.

POL 286 Latin American Politics (3)

An examination of political processes, forces, and issues in the Latin American region.

POL 291 Foreign Policy of China (3)

An analysis of the foreign policy of the People's Republic of China. Foreign policy-making and China's relations with other international actors will be examined.

POL 292 Politics in the Middle East (3)

A study of political developments in the Middle East with particular attention to the contemporary era. The role of the Middle East in the international system will be assessed, especially security and economic dimensions.

POL 293 Comparative Foreign Policy (3)

An analysis of foreign policy-making with attention to the varying impact of political culture and political institutions.

POL 295 Topics in International Relations (3)

A current issue or topic in the discipline will be the focus of the course. The course can be repeated if the topic changes.

POL 299 Research Project (3)

Directed research for up to three units can be conducted under the supervision of one of the graduate faculty members in the Political Science department. Students must be at least halfway through the program, with a 3.5 GPA, and project proposals must be approved by the faculty sponsor, Graduate Advisor, and Dean of the College of Arts and Sciences before the beginning of the relevant semester.



SCHOOL OF LAW

LAW	European Communities Law (3)
LAW	Immigration Law (2)
LAW	International Business Transactions (2-3)
LAW	International Environmental Law (3)
LAW	International Trade (3)
LAW	Law of the Sea (2)
LAW	Public International Law (3)

SCHOOL OF BUSINESS ADMINISTRATION

BUS 161	Introduction to International Business (3)
ECON 133	International Economics (3)
ECON 135	Economic Development of Latin America (3)
ECON 137	Economic Development of Asia (3)
ECON 194	Special Topics (3)*
GBA 343	International Financial Management (3)
GBA 354	Seminar in International Business (3)
GBA 364	Seminar in International Marketing (3)

DEPARTMENT OF HISTORY

HIST 147	Topics in Modern European History (3)*
HIST 151	History of England and Great Britain Since 1688 (3)
HIST 154	History of Spain II (3)
HIST 155	Imperial Russia (3)
HIST 156	Russia Since 1917 (3)
HIST 158	Topics in Modern World History (3)*
HIST 160	Latin America I (3)
HIST 161	Latin America II (3)
HIST 164	Topics in Asian History (3)*
HIST 166	History of Japan (3)
HIST 190	History of Africa (3)
HIST 191	Issues in Modern Africa (3)
HIST 201	Teaching Seminar (3)*
HIST 233	Early Modern Europe (3)*
HIST 246	Modern Europe (3)
HIST 261	Latin America (3)
HIST 292	Asian History (3)

**graduate advisor's approval required*

MASTER OF SCIENCE IN MARINE SCIENCE**OFFERED THROUGH THE MARINE AND ENVIRONMENTAL STUDIES PROGRAM****FACULTY**

HUGH I. ELLIS, Graduate Program Director, Professor, Ph.D., University of Florida, Gainesville

MICHEL A. BOUDRIAS, Assistant Professor, Ph.D., University of California, San Diego

SARAH C. GRAY, Assistant Professor, Ph.D., University of California, Santa Cruz

MARY SUE LOWERY, Associate Professor, Ph.D., University of California, San Diego

ANNE A. STURZ, Associate Professor, Ph.D., University of California, San Diego

ADJUNCT FACULTY**HUBBS-SEA WORLD RESEARCH INSTITUTE**

ANN B. BOWLES, Ph.D., University of California, San Diego

SCOTT ECKERT, Ph.D., University of Georgia

JOSEPH R. JEHL, Ph.D., University of Michigan, Ann Arbor

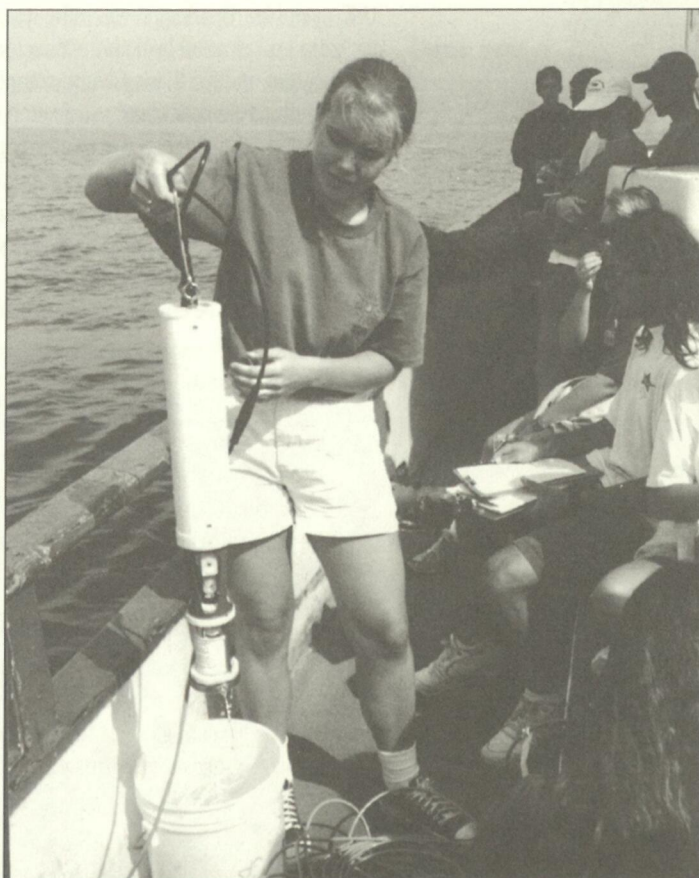
DONALD B. KENT, M.S., San Diego State University

BRENT S. STEWART, Ph.D., University of California, Los Angeles

PAM YOCHAM, D.V.M., University of California, Davis

USD's Marine and Environmental Studies Program offers graduate work leading to the degree of Master of Science in Marine Science. The degree involves a combination of coursework and research which culminates in a thesis. The program utilizes not only the facilities at the University of San Diego, but also those of the nearby Hubbs-Sea World Research Institute. Thesis committees may be headed by members of the Marine Studies faculty at USD or by senior researchers at Hubbs. In addition, other faculty are available from the departments of Biology, Physics, and Chemistry. Students are also encouraged to have one outside member on their thesis committee in order to take advantage of San Diego's rich community of ocean specialists.

USD faculty are currently involved in research in paleoclimatology, marine geochemistry,



marine biology, locomotion and fluid dynamics, and physiology and ecology. Researchers at Hubbs work on the ecology and physiology of marine turtles, birds, and mammals; other areas of expertise include bioacoustics and aquaculture. Research opportunities abound from the coasts and estuaries of San Diego County to offshore and island environments.

The Master of Science in Marine Science degree can serve as a terminal graduate degree prior to entry into the work force or as a step toward a Ph.D.

RECOMMENDED PROGRAM OF STUDY*

First Year

<i>Semester I</i>	<i>Semester II</i>
MARS 200A (3)	MARS 200B (3)
MARS 201A (3)	MARS 201B (3)
BIO 100 (3)	MARS 298 (1-3)

Second Year

<i>Semester I</i>	<i>Semester II</i>
Elective (3)	Elective (3)
MARS 298 (3-6)	MARS 298 (3-5)
	Thesis (1)

*MARS 298 (Research) may also be taken during the 12-week Summer Session.

COURSES

MARS 200A Core Seminar I (3)

Students will be exposed to a range of research areas through a series of seminars presented by the Marine Studies faculty, allied University faculty in other departments, and professionals from other institutions. Students will begin to plan their own research in pursuit of the Master's degree.

MARS 200B Core Seminar II (3)

During this seminar, students will formulate their research proposals and will form their thesis committees. Successful completion of this seminar is required for admission to candidacy.

MARS 201A Oceanography I (3)

The purpose of this course is to provide a proper background for graduate students in the physical aspects of the oceans. This course will focus on

ADDITIONAL REQUIREMENTS FOR ADMISSION

(see pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall (Spring, under special circumstances)
Application Deadline	• See p. 11
Minimum Grade Point Average	• 3.00 (4.00 scale) in all undergraduate coursework
Standardized Admission Tests	• GRE, general • GRE, subject test in a science field (recommended)
Coursework	• Undergraduate major in a science or a minimum of one year each of biology, chemistry, and physics, and one semester of calculus • Recommended: one course in geology • Other courses required to correct deficiencies noted at the time of admission may be taken at USD as part of the program but may not count toward the 30-unit requirement
Required License/Credential	• None

REQUIREMENTS FOR THE DEGREE

I. Coursework (15-21 units):

MARS 200A	Core Seminar I (3)
MARS 200B	Core Seminar II (3)
MARS 201A	Oceanography I (3)*
MARS 201B	Oceanography II (3)*
BIO 100	Biostatistics (3)*
Electives	(approved by advisor) (6)

*Depending on student's background, course may be waived with a maximum of 6 units of substitute credit in MARS 298 or 6 units of upper-division undergraduate courses.

II. Thesis (minimum 9 units):

MARS 298	Research (1-6) - maximum of 14 units may count toward degree
MARS 299	Thesis (1) - maximum of 1 unit may count toward degree

A thesis committee of at least 3 members will be established during the second semester of enrollment. It will consist of at least one full-time USD faculty member and may include a member from an approved outside institution. The remaining members may be selected from USD or Hubbs. Upon approval of the research program and protocol by both the director of the program and the thesis advisor, completion of a full literature review and satisfaction of any deficiencies noted at the time of admission to the program, the student will be admitted to candidacy. Additional courses related to the student's area may be required by the thesis advisor. (Also see Thesis regulations on p. 21.) The student must be enrolled at the time the thesis is submitted.

large scale geological, physical, and chemical processes in the oceans and how these processes influence the shape of ocean basins, the distribution of water masses, and the chemical composition of sea water. There will be discussions of plate tectonics, crustal evolution, marine geomorphology, surface and deep water circulation, waves, tides, air-sea interaction, and the distribution of dissolved constituents in sea water.

MARS 201B Oceanography II (3)

This course provides primarily an ecosystems approach to Biological Oceanography. Variability

in marine productivity will be considered as a function of physical and chemical processes in the oceans. Spatial and temporal distribution of marine sediments will be related to the distribution of marine communities. Temporal scales of seasonal and longer duration will be related to spatial scales ranging from microscopic to megascale oceanographic features. Biodiversity, behavior, and physiological and biochemical adaptations of marine organisms will also be addressed.



MARS 238 Aquaculture (3)

An overview of (mainly) marine aquaculture worldwide. Specific local examples and guest lectures by local aquaculturists. Field trips to local aquaculture facilities may be required.

MARS 262 Biology of Fishes (3)

Course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoo geography. Prerequisite: BIO 101.

MARS 268 Marine Ecology (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthon. Lecture/seminar format. Prerequisite: upper division ecology course or concurrent enrollment in Biology 160.

MARS 271 Near Shore Processes (3)

Physical and chemical processes which influence coastal sediment and water mass distribution and chemical composition. Topics include current and ocean circulation patterns on the continental shelf, coastal erosion and deposition, river flux and its influence on the chemical composition of sea water, sediment transport, and chemical reactions in estuaries and bays. The impact of human activities on coastal areas will also be covered. Prerequisite: MARS 201A or equivalent.

MARS 274 History of the Oceans and Climate (3)

Ocean-atmospheric interactions and their influence on global climate. Special emphasis will be placed on the causal mechanisms of paleoclimatic cycles, including variation in the earth's orbit, variations in solar radiation, albedo changes, and continental drift. Also included will be discussions of global climate change and its effects on the distribution of biological communities. Prerequisite: MARS 201A or equivalent.

MARS 284 Sedimentology and Stratigraphy (4)

Identification and classification of sediments, sedimentary rocks, and sedimentary depositional systems. Oceanic and terrestrial environments will be considered as well as sedimentary history and paleobiogeography. Prerequisite: MARS 201A or equivalent.

MARS 288 Micropaleontology (4)

A survey of the biostratigraphy, paleoceanography, evolution and applications of microfossils. Special emphasis will be placed on radiolarian and foraminiferan microfossil groups. Includes field trips.

MARS 294A-E Special Topics (2-3)

Topics of special interest or unique opportunity. Prerequisites may be listed for these offerings.

MARS 297 Directed Readings (1-3)

Specific sets of readings tailored to address particular needs of a students. Generally, this course

would be related to the research interests of a student and will be under the guidance of a member of the student's thesis committee. A maximum of 3 units may be used toward the 30-unit degree requirement.

MARS 298 Research (1-6)

Research toward the master's thesis. This research will be under the general supervision of a thesis advisor. No more than 3 units may be taken prior to candidacy. Pass/Fail only.

MARS 299 Thesis (1)

Independent writing of the thesis with consultation of the major advisor. Master's candidates must be enrolled in this course to turn in a thesis. It may be taken more than once, but only one unit will be counted toward the 30-unit degree requirement. Prerequisite: consent of the major professor. Pass/Fail only.

BIO 216 Population Biology (4)

The mechanisms of evolution and the dynamics of ecosystems are studied through the development of mathematical and computer models, many of which will be introduced in this class. Research techniques used in investigating population phenomena are emphasized. Prerequisites: one semester of calculus and BIO 101 (Genetics). Biostatistics is highly recommended.

BIO 232 Electron Microscopy (4)

An introduction to the theory, development, and operation of the electron microscope with emphasis on development of knowledge of cellular fine structure. The laboratory portion of the course will focus on tissue preparation, microscope operation and evaluation, and presentation of electron microscopic data.

POL 229 Law of the Sea (3)

A study of regimes of the sea including fisheries, seabed mining, and coastal management zones. The politics of ocean regulation will be examined with emphasis on the Third United Nations Conference on the Law of the Sea. The seminar will consider Law-of-the-Sea negotiations from three perspectives: 1) the development of international law; 2) the process of international bargaining and negotiation; and 3) the decision-making processes associated with the formulation of maritime policies in individual countries.



MASTER OF ARTS IN PASTORAL CARE AND COUNSELING

A CROSS-DISCIPLINARY PROGRAM (PCC, COUN, MFCC) IN THE DEPARTMENT OF THEOLOGICAL AND RELIGIOUS STUDIES

FACULTY COORDINATORS

RONALD PACHENCE, Graduate Programs Director, Professor of Theological and Religious Studies, Ph.D., Catholic University of America

ELLEN COLANGELO, Coordinator, Pastoral Care and Counseling Program, Ph.D., California School of Professional Psychology

JO ELLEN PATTERSON, PCC Liaison, MFCC Program, Ph.D., University of North Carolina, Greensboro

SUSAN ZGLICZYNSKI, PCC Liaison, Counseling Program, Ph.D., Texas A&M University

COLLATERAL FACULTY

Designated faculty in the Departments of: Theological and Religious Studies; Counseling, School of Education; and Marriage, Family, Child Counseling, School of Education

MASTER'S PROGRAM

The M.A. in Pastoral Care and Counseling is an interdisciplinary program designed to provide foundational skill development for the ministry of pastoral care. The program focuses on the provision of basic intervention and referral strategies for individuals, couples, and families within the faith community.

The program utilizes a variety of learning models and emphasizes skill development in perception, cognitive and affective integration, practical application, and theological reflection. Students are challenged to integrate theory and practice, theology and ministry, and the experience of faith with the complexities of living in a pluralistic society. Students who have previously earned a graduate degree in theology, ministry, or counseling may petition for a waiver of courses, but not unit requirements. All waivers and electives are subject to faculty approval.

ADDITIONAL REQUIREMENTS FOR ADMISSION

(see pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 3.00 (4.00 scale) in the last 50% of baccalaureate coursework
Standardized Admission Test	• Wonderlic Scholastic Level Exam (administered by the department)
Required Coursework	• None
Required Licenses/Credentials	• None
Additional Requirements	• Evidence of academic and professional experience in some facet of ministry or pastoral theology • Current affiliation with an institutionally-endorsed ministry is recommended • Interview with Pastoral Care and Counseling Coordinator • Autobiography, in addition to narrative required on application (Please consult PCC coordinator)

The 42-unit curriculum emphasizes academic investigation and acquisition of appropriate skills in eight areas:

- Leadership
- Moral/faith development
- Behavioral observation/assessment
- Interpersonal communication
- Basic counseling skills
- Professional identity and ethics
- Organizational development
- Theological reflection

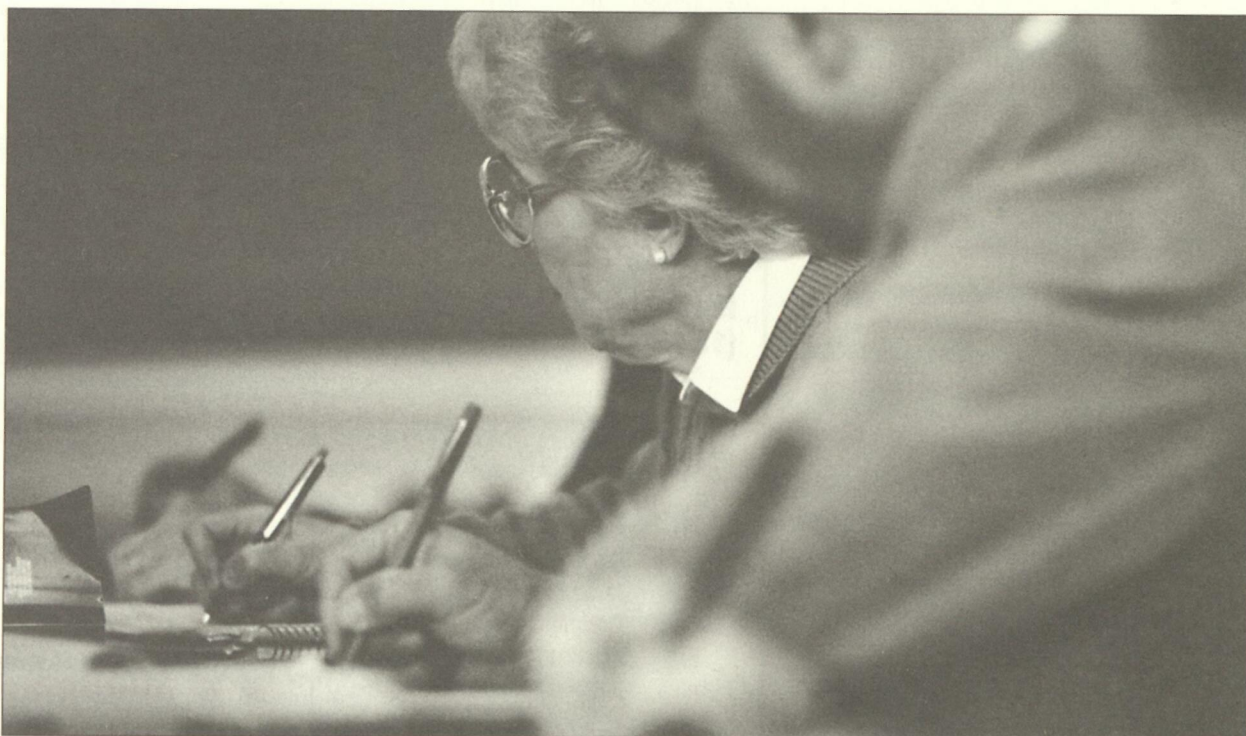
Upon completion of the degree requirements, graduates are prepared to engage in ministries of pastoral care assisting people in dealing with psycho-social and moral-religious issues in their personal lives. Skills acquired are based upon principles of practical theology and pastoral counseling which enable graduates to identify personal/relational concerns and to make appropriate professional referrals.

Graduates find service opportunities in a variety of settings, including local congregations, chaplaincy and campus ministry programs, hospitals, hospices, and other ministry-related institutions.

PROFESSIONAL RECOGNITION

Though additional training and/or supervision hours may be required, program requirements are commensurate with the basic certification standards of a variety of pastoral care and counseling organizations including the College of Chaplains, the National Association of Chaplains, the Association of Clinical Pastoral Education and the American Association of Pastoral Counselors.





REQUIREMENTS FOR THE PCC DEGREE (42 UNITS)

For full descriptions of PT and PCC courses, see pp. 39-41.

1. Practical Theology (9 units):

Theology Core (6 units):

- PT 200 Models of Ministry (3)
- PT 234 Faith and the Individual (3)
- PT 236 Christian Anthropology (3)

At least 3 units from:

- PT 210 New Testament Studies (3)
- PT 211 Introduction to the Hebrew Bible (3)
- PT 212 Themes in Biblical Theology (1-3)
- PT 213 Topics in Hebrew Scripture (1-3)
- PT 214 Topics in New Testament Studies (1-3)
- PT 215 The World of the Bible (1-4)

2. MFCC and Counseling Theory (12 units):

For full descriptions of MFCC and Counseling courses, see p. 69 and 77.

- COUN 220 Psychology of Human Development (3)
- COUN 265 Group Dynamics (3)
- MFCC 228 Psychopathology (3)
- MFCC 233 Family Studies & Human Development (3)

Note: Students with an approved background in psychology may substitute a 3-unit elective course for COUN 220.

3. Pastoral Care and Counseling (17-19 units):

- PCC 215 Theories of Personality (3)
- PCC 216 Professional Ethics in Ministry (1)
- PCC 217 Psychology of Religion (3)
- PCC 287 Professional Topics in Pastoral Care & Counseling (1-3)
- PCC 290 Pastoral Care and Counseling: Integration Seminar (3)
- PCC 292 Pastoral Care and Counseling: Practicum (3)
- PCC 293 Pastoral Care and Counseling: Advanced Practicum (3)

Note: Students who have an approved background in psychology may substitute COUN 263 for PCC 215.

4. Electives (2-4 units):

At least 2 units of course or practicum work in an area to be selected in consultation with the PCC Coordinator.

5. Completion of a minimum two-semester practicum at an approved site (usually in conjunction with enrollment in PCC 292 and PCC 293).

6. Comprehensive integration paper in which students demonstrate an understanding of pastoral care and counseling skills and an approach to their ministries which is psychologically sound and theologically enlightened. The paper cannot be submitted before the final semester of study and must be completed before a student can graduate.

7. Students are encouraged and, at the discretion of the PCC Coordinator, may be required to take one unit of Clinical Pastoral Education or give evidence of some other personal growth experience (e.g., spiritual direction, group or individual counseling).

8. Students must maintain a minimum GPA of 3.00 in order to complete the program.



CERTIFICATE OF ADVANCED STUDIES (CAS)

PURPOSE

The Certificate of Advanced Study (CAS) offers graduate-level coursework in practical theology and pastoral counseling along with supervised practicum experience and in-depth supervision for counseling professionals as well as for clergy who wish to enhance their skills by deepening their understanding of the integration of the behavioral sciences and theology.

BENEFIT OF THE CERTIFICATE FOR PROFESSIONALS

In addition to the pastoral counseling skills and theological education offered by the program, students' 375 hours of supervised practicum can satisfy an important requirement for their admission into the American Association of Pastoral Counselors.

ADMISSION

Admission to the CAS program requires a graduate degree in counseling or a closely related field; evidence of religious identification and personal study in the areas of psychology, theology, and religion; submission of completed application form including academic transcripts and three letters of reference; and an interview with the PCC coordinator.

REQUIREMENTS

Course requirements for the completion of the certificate include: 18 units in practical theology and pastoral counseling and a supervised

practicum of 375 hours, with courses and practicums designed to meet the individual needs, level of proficiency, and professional interests of the student. These courses must be taken for academic credit.

REQUIREMENTS FOR THE CAS (18 UNITS)

1. Core Requirements (15 units):

PT 200	Models of Ministry (3)
	- or -
PT 234	Faith and the Individual (3)
PCC 217	Psychology of Religion (3)
PCC 290	Integration Seminar (3)
PCC 292	Pastoral Counseling Practicum (3)
PCC 293	Pastoral Counseling Advanced Practicum (3)

2. Elective Options (3 units):

PT 210	New Testament Studies (3)
PT 211	Introduction to the Hebrew Bible (3)
PT 236	Christian Anthropology (3)
PT 248	U.S. Latino Catholicism (3)
PT 260	Themes in Asian Spirituality (3)
PT 261	Themes in Western Spirituality (3)
PT 262	Themes in Latino Spirituality (3)

MASTER OF ARTS IN PRACTICAL THEOLOGY

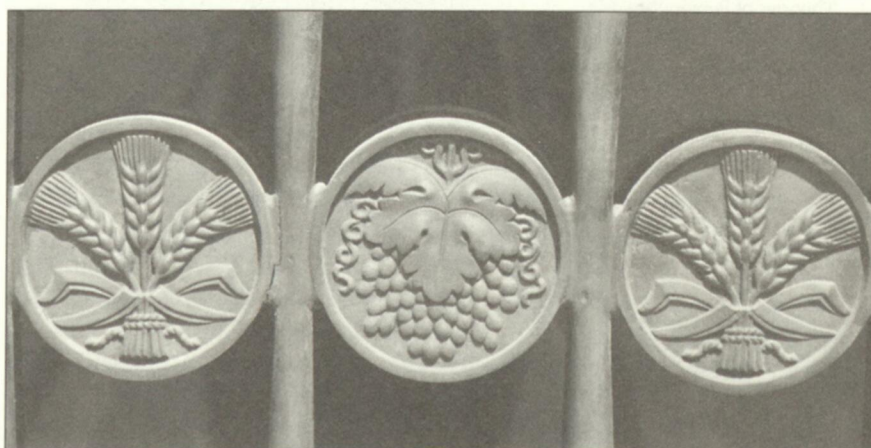
Offered in the Department of Theological and Religious Studies

FACULTY

- RONALD PACHENCE**, Graduate Programs Director, Professor, Ph.D., Catholic University of America
- HELEN DELAURENTIS**, Coordinator, Associate Professor, Ph.D., Catholic University of America
- MARIA PILAR AQUINO**, Assistant Professor, S.T.D., Pontifical Catholic University of Salamanca
- JOSEPH COLOMBO**, Professor, Ph.D., University of Chicago
- KATHLEEN DUGAN**, Professor, Ph.D., Fordham University
- ORLANDO ESPÍN**, Associate Professor, Th.D., Pontifical Catholic University of Rio de Janeiro
- RUSSELL FULLER**, Assistant Professor, Ph.D., Harvard University
- FLORENCE GILLMAN**, Associate Professor, Ph.D., S.T.D., University of Louvain, Belgium
- EVELYN KIRKLEY**, Assistant Professor, Ph.D., Duke University
- DENNIS KROUSE**, Associate Professor, S.T.D., Pontifical Liturgical Institute, Athenaeum of St. Anselm, Italy
- GARY MACY**, Professor, Ph.D., University of Cambridge, England
- LANCE NELSON**, Assistant Professor, Ph.D., McMaster University, Canada
- PATRICIA PLOVANCH**, Assistant Professor, Ph.D., Fordham University
- NORBERT RIGALL**, S.J., Professor, Ph.D., University of Munich

The Practical Theology program is designed for students who wish to investigate issues which emerge when Christian tradition confronts the perspectives and problems of contemporary life. Specifically, the discipline of Practical Theology explores ways in which one can be faithful both to the demands of biblical religion and to the challenges of participation in a pluralistic society.

The program offers professional training which enhances the student's ability to assume an active role in ecclesial communities or to function more effectively as ministers in the church. In conjunction with an advisor, each student designs a curriculum integrating various theoretical perspectives with the student's academic, professional, and personal needs.



ADDITIONAL REQUIREMENTS FOR ADMISSION*(see pages 11 - 13 for basic admission requirements)*

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 3.00 (4.00 scale) in the last 50% of baccalaureate coursework
Standardized Admission Test	• Wonderlic Scholastic Level Exam (administered by the department)
Required Coursework	• At least twelve undergraduate units in religion
Required Licenses/Credentials	• None
Additional Requirements	• Pre-admission interview with PT coordinator or director to review applicant's experience, academic background and suitability for the program.

REQUIREMENTS FOR THE PT DEGREE (33 UNITS)*All program courses must be completed with a minimum GPA of 3.00.***1. Required Ministry Course (3 units):**

PT 200 Models of Ministry (3)

2. Scripture Series (at least 3 units):

PT 210 New Testament Studies (3)

PT 211 Introduction to the Hebrew Bible (3)

PT 212 Themes in Biblical Theology (1-3)

PT 213 Topics in Hebrew Scripture (1-3)

PT 214 Topics in New Testament Studies (1-3)

PT 215 The World of the Bible (1-4)

3. Theology (both courses, 6 units):

PT 232 Christology (3)

PT 236 Christian Anthropology (3)

4. Ethics (at least 3 units):

PT 235 Christian Social Justice (3)

PT 250 Foundational Ethics (3)

PT 251 Christian Social Ethics (3)

5. Field Experience (both courses, 4 units):

PT 290 Supervised Field Experience I (2)

PT 291 Supervised Field Experience II (2)

6. Integration Seminar (1 unit):

PT 293 Integration Seminar (1)

7. Electives (13 units):

To be selected in consultation with the PT program coordinator.

8. Comprehensive Examination:

To be taken no sooner than the final semester of study, and no later than one year after all other degree requirements have been satisfied. The level of performance required in the comprehensive examination is 3.00 on a 4.00 scale. The formal grade is Pass or Fail.

PASTORAL CARE AND COUNSELING COURSES**PCC 215 Theories of Personality (3)**

A comparative study of personality theories. Students are also encouraged to begin developing their own theory of personality. The goal of this course is to help students improve their understanding of those to whom they minister.

PCC 216 Professional Ethics in Ministry (1)

A study of the complex ethical issues arising in the helping professions with an emphasis on providing insight into issues of integrity in ministry.

PCC 217 Psychology of Religion (3)

A study of the interface of psychological and religious themes in the works of writers such as Freud, Jung, Fromm and Buber. The course includes current research deriving from these theories and the application of these insights to pastoral care and counseling.

PCC 287 Professional Topics in Pastoral Care & Counseling (1-3)

An investigation of selected issues of importance to pastoral counseling professionals. Topics include but are not restricted to: assessment methods, gender studies, cultural sensitivity in therapy, substance abuse issues, human sexuality, counseling the terminally ill, counseling the elderly patient, alternative theories of psychotherapy, abusive relationships, and marriage/family issues.

PCC 290 Pastoral Care and Counseling: Integration Seminar (3)

The theory and practice of pastoral counseling with an emphasis on the development of basic communication and counseling skills and the integration of behavioral science and religion.

PCC 292 Pastoral Care and Counseling: Practicum (3)*

Weekly on-campus seminars plus supervised fieldwork at an approved site where students gain experience in pastoral care and counseling. Pass/fail grading option only. Prerequisite: PCC 290.

PCC 293 Pastoral Care and Counseling: Advanced Practicum (3)*

Supervised fieldwork and on-campus seminars in which students develop advanced understanding and skills in pastoral counseling. Pass/fail grading option only. Prerequisite: PCC 290.

**NOTE: Students are required to have a minimum of 375 hours of supervised fieldwork by the time they have completed PCC 292 and PCC 293.*



PRACTICAL THEOLOGY COURSES

PT 200 Models of Ministry (3)

An examination of the ways in which Christian ministers conceive their tasks and the assumptions which ground different approaches to ministry. Includes an introduction to resources in the field.

PT 210 New Testament Studies (3)

An introduction to the religious literature of the earliest churches as preserved in the New Testament. This course examines those documents which have had the most profound effect on the character and development of the church and includes readings in modern New Testament criticism.

PT 211 Introduction to the Hebrew Bible (3)

An introduction to the history of ancient Israel, through a literary-historical analysis of the biblical text, with selected readings from the Jewish Bible which is the Christian Old Testament. The course provides the student with adequate tools to pursue further study of the Hebrew Bible.

PT 212 Themes in Biblical Theology (1-3)

A theological study of selected themes in Hebrew Scripture and/or in the New Testament; e.g., the problem of evil, understandings of faith and redemption, images of God, biblical morality, human suffering, eschatology, biblical religion and culture.

PT 213 Topics in Hebrew Scripture (1-3)

In this course, students focus on particular writings in Hebrew Scripture; e.g., the Pentateuch, Prophetic literature, the Wisdom tradition, Psalms, or apocalyptic.

PT 214 Topics in New Testament Studies (1-3)

A study of selected writers or categories of New Testament literature; e.g., the Synoptic Gospels, Luke-Acts, the Johannine corpus, the letters of Paul, the Pastoral Epistles.

PT 215 The World of the Bible (1-4)

An opportunity for on-campus study of sites sacred to Jews and Christians with the option, when offered, to extend the study abroad for addi-

tional units under the supervision of an instructor. The course focuses on one or more of four sites: the Holy Land, Asia Minor, Greece and Rome. Students who choose the travel option are responsible for all expenses incurred by their tour.

PT 232 Christology (3)

A study of major themes in Christology from their statement in scripture through the early Christological controversies. The course also attempts to provide students with a balanced approach to theologies of Christ which will help them to understand and interpret contemporary debates over the nature, person and work of Jesus, the Christ.

PT 233 Developments in Ecclesiology (3)

A study of the biblical foundations for the community called church, the historical and theological forces which have shaped the church's self-understanding and contemporary developments in ecclesiology. Special emphasis is given to the church in transition in the wake of post-Vatican II debates regarding the nature and function of institutional religion.

PT 234 Faith and the Individual (3)

A study of the development of faith in relation to psycho-social development. An investigation of the meaning and relationship of such concepts as mature faith, self-actualization, personal integrity and psychological maturity. Implications for ministry are discussed.

PT 235 Christian Social Justice (3)

A study of theological, Christological and ecclesiological foundations for social justice. Questions addressed include: What counts for being a Christian in a pluralistic society? How far can the separation between the public and the private spheres be tolerated? Does the suffering of men and women have a privileged claim on the attention of Christians?

PT 236 Christian Anthropology (3)

A discussion of Christian approaches to what characterizes authentic human personhood. Course topics include a study of divine revelation in history and through the scriptures; concepts of God, grace, and sin; theories of redemption and eschatology; personal faith and the faith communities; human freedom; love; and the place of Jesus in defining the meaning of human existence.

PT 240 Issues in Early and Medieval Church History (3)

An exploration of critical issues in the history of the early and medieval Christian churches (covering the first through fifteenth century) with special emphasis on how these issues relate to contemporary theological and pastoral concerns.

PT 241 Issues in Reformation and Modern Church History (3)

An exploration of critical issues in the history of the Reformation and modern Christian churches (covering the fifteenth through twentieth century) with special emphasis on how these issues relate to contemporary theological and pastoral concerns.

PT 242 Religion in America (3)

The history and theological contributions of the various religious traditions which have flourished in the United States with special emphasis on American protestant communities.

PT 245 The Catholic Church in America (3)

An examination of the origins and development of American Catholicism; a theological and ecclesiological reflection on the history of the American Catholic church focusing on its unique characteristics and possible contributions to the universal church.

PT 248 U.S. Latino Catholicism (3)

A survey of the main contours of an authentic U.S. Latino Catholicism, as it is lived by first, second and third generation Latinos, and compared with both Euro-American and Latin American Catholicisms. Special emphasis is given to the history and role of "popular" Catholicism in defining U.S. Latino religion, cultures and worldviews.

PT 250 Foundational Ethics (3)

An inquiry into the principles and foundational structures of morality through critical analysis of various approaches to understanding Christian life.

PT 251 Christian Social Ethics (3)

A study of contemporary socio-ethical questions in light of Christian tradition and theology.

PT 260 Themes in Asian Spirituality (3)

An introduction to the spiritual traditions of India, China, and Japan. Themes include: worldview and salvation process, asceticism, meditation, ritual and prayer, the religious personality,



and the religious educator. The course examines several classic texts in translation.

PT 261 Themes in Western Spirituality (3)

A critical analysis of texts and practices representative of Western traditions of spirituality. The course emphasizes individual research in a selected area.

PT 262 Themes in Latino Spirituality (3)

An investigation of fundamental questions about the changing worldview and daily realities of first, second, and third generation Latinos. The role of religion, institutional and popular, and religious symbols, the importance of family and of community, the confrontations with the culture of modernity, the changing denominational landscape, and other specific themes are discussed. Pastoral approaches to these phenomena are suggested.

PT 263 Native American Spiritual Traditions (3)

A study of Native American spiritual traditions and the meaning of these traditions for Christians. Special consideration is given to native cultures including respect for the cosmos, religious rituals, and the role of story in daily life.

PT 264 Jewish Faith and Practice (3)

An introduction to the theological and cultural foundations of Judaism, and their influence on Jewish faith and practice today.

PT 270 Sacramental Theology and Celebration (3)

A theological and historical study of sacramental worship in the Catholic church and an examination of strategies for effective planning of liturgical celebrations with reference to the ethnic and cultural plurality of American Catholic parishes.

PT 280 Theological Topics in Christian Ministry (1-3)

A discussion of the practical implications of the church's teachings for ministers in a variety of settings. Topics include interpretations of doctrines which pertain to sin, salvation, conversion, sexuality, war and peace, authority, ecumenical outreach, worship, sacraments, and biblical hermeneutics.



President Alice B. Hayes of USD and Agustin R. Rosada, S.J. of Universidad Iberoamericana sign joint academic accord.

PT 281 Professional Topics in Ministry (1-3)

A case-study approach to typical issues which professional ministers encounter in their work. Topics include styles of leadership, roles of people in organizations, communication skills, recruiting and supervising volunteers, and ministry in specialized settings.

PT 282 Selected Problems in Christian Ministry (1-3)

An investigation of selected issues of importance to parish ministers and religious educators. Topics include the relationship of laity to hierarchy in the church; the situation of alienated Christians; canon law, particularly as it affects married life, ecumenical concerns and Catholic education; leadership and authority; and the implications of post-Vatican II ecclesiology for those who minister in the church.

PT 283 Colloquium: Spirituality and Social Justice Concerns (1-3)

A topical discussion of issues emerging from the congruence of spiritual and ethical concerns, traditional and contemporary paths of spirituality, theologies of liberation, and the post-Vatican II debate over the role of the universal church and the priesthood of the people.

PT 284 Gender Studies: Topics (1-3)

An investigation of selected issues regarding gender roles in the various religious traditions of the world.

PT 290 Supervised Field Experience I (2)

Supervised experience in some area of confessional Christian ministry, such as education, chaplaincy, parish work, media, etc. Programs are designed individually with each student. Pass/Fail grading option only. Prerequisite: completion of at least 18 units including PT 200 and 201.

PT 291 Supervised Field Experience II (2)

Supervised experience with an organization dealing with issues of social concern, such as food and housing for the poor, drug and alcohol rehabilitation, spousal and child abuse, AIDS ministry, racial and ethnic discrimination, etc. Programs are designed individually by the student and the host organization. Pass/Fail grading option only. Prerequisite: completion of at least 18 units including PT 200 and 201.

PT 293 Integration Seminar (1)

An opportunity for PT students, nearing completion of their degree requirements, to consider the relationship of theology to ministry, theory to practice, and doctrine to lived Christian experience in a pluralistic society. The seminar involves presentation and discussion of integration papers in preparation for taking comprehensive exams. Prerequisite: permission of PT coordinator.

PT 299 Directed Research (1-3)

An opportunity for students to research a topic of particular interest to them and to write a substantive paper on this topic. Prerequisite: permission of PT coordinator and approval of the faculty member who agrees to supervise the project.



FACULTY

Dean, to be appointed

GARY G. WHITNEY, Associate Dean, Professor of Management, Ph.D., University of Washington

CARMEN M. BARCENA, Assistant Dean, Ed.D., University of San Diego

CHARLES J. TEPLITZ, Director of Graduate Programs, Professor of Operations and Project Management, D.B.A., Kent State University

GREGORY M. GAZDA, Director of the John Ahlers Center for International Business, Professor of Marketing, Ph.D., Arizona State University

JANE WEININGER, Director of Undergraduate Programs, Ph.D., University of Texas, Austin

ANDREW T. ALLEN, Associate Professor of Economics, Ph.D., University of Illinois at Urbana-Champaign

JEAN-PIERRE AMOR, Assistant Professor of Management Science, Ph.D., University of California, Los Angeles

JOAN B. ANDERSON, Professor of Economics, Ph.D., University of California, San Diego

E. ELIZABETH ARNOLD, Professor of Business Law, J.D., University of San Diego

CRAIG B. BARKACS, Assistant Professor of Business Law, J.D., University of San Diego

DENNIS R. BRISCOE, Professor of Human Resource Management, Ph.D., Michigan State University

JAMES M. BURNS, Professor of Management, D.B.A., Harvard University

DAVID N. BURT, Professor of Marketing and Procurement, Ph.D., Stanford University

JAMES M. CALTRIDER, Associate Professor of Operations Management, Ph.D., Colorado School of Mines

MARY E. CONN, Assistant Professor of Business Law, J.D., University of San Diego

N. ELLEN COOK, Professor of Accounting and International Business, Ph.D., University of California, Los Angeles

THOMAS M. DALTON, Associate Professor of Accounting, Ph.D., University of Houston

SHREESH D. DESHPANDE, Associate Professor of Finance, Ph.D., Pennsylvania State University

DENISE E. DIMON, Professor of Economics, Ph.D., University of Illinois at Urbana-Champaign

KOKILA DOSHI, Associate Professor of Economics, Ph.D., University of Rochester

SETH R. ELLIS, Associate Professor of Marketing, Ph.D., University of Arizona

JAMES W. EVANS, Associate Professor of Business and Government, Ph.D., Claremont Graduate School

ALAN GIN, Associate Professor of Economics, Ph.D., University of California, Santa Barbara

DONALD L. HELMICH, Professor of Management Science, Ph.D., University of Oregon

CHARLES F. HOIT, Associate Professor of Economics, Ph.D., Purdue University

JOHANNA STEGGERT HUNSAKER, Professor of Management and Education, Ph.D., University of Wisconsin, Milwaukee

PHILIP L. HUNSAKER, Professor of Management, D.B.A., University of Southern California

ROBERT R. JOHNSON, Professor of Economics, Ph.D., University of Oregon

AHMER S. KARIM, Associate Professor of Information Science, Ph.D., Arizona State University

TIMOTHY P. KELLEY, C.P.A., Professor of Accounting, Ph.D., University of Houston

SCOTT W. KUNKEL, Associate Professor of Management, Ph.D., University of Georgia

MARC LAMPE, Associate Professor of Business Law & Social Responsibility, J.D., University of San Francisco

C. DAVID LIGHT, Associate Professor of Marketing, Ph.D., University of North Texas

DON H. MANN, Associate Professor of Marketing, Ph.D., University of California, Los Angeles

LOREN L. MARGHEIM, C.P.A., Professor of Accounting, Ph.D., Arizona State University

THOMAS O. MORRIS, Associate Professor of International Management, Ph.D., University of Denver

ANDREW NARWOLD, Associate Professor of Economics, Ph.D., University of California, Santa Barbara

ARTI SAHNI NOTANI, Assistant Professor of Marketing, Ph.D., University of Cincinnati

ROBERT F. O'NEIL, Professor of Economics, Ph.D., Fordham University

ROSALIE LICCARDO PACULA, Assistant Professor of Economics, Ph.D., Duke University

DIANE PATTISON, Professor of Accounting, Ph.D., University of Washington

CYNTHIA PAVETT, Professor of Management, Ph.D., University of Utah

JAMES T. PERRY, Professor of Management Information Systems, Ph.D., Pennsylvania State University

MARIO J. PICCONI, Professor of Finance, Ph.D., Rutgers University

DARLENE A. PIENTA, Assistant Professor of Management, Ph.D., University of Southern California

MANZUR RAHMAN, Assistant Professor of Finance, Ph.D., University of South Carolina

EUGENE J. RATHSWOHL, Professor of Information Science, Ph.D., University of Pittsburgh

MARK J. RIEDY, Hahn Professor of Real Estate Finance, Ph.D., University of Michigan

DANIEL A. RIVETTI, Associate Professor of Finance, D.B.A., Kent State University

JOHN RONCHETTO, Associate Professor of Marketing, Ph.D., Arizona State University

MIRIAM ROTHMAN, Associate Professor of Human Resource Management, Ph.D., University of Washington

JONATHAN SANDY, Professor of Economics, Ph.D., University of California, Santa Barbara

GARY P. SCHNEIDER, C.P.A., Associate Professor of Accounting and Information Systems, Ph.D., University of Tennessee

TYAGARAJAN N. SOMASUNDARAM, Associate Professor of Marketing, Ph.D., University of Wisconsin, Milwaukee

WILLIAM R. SOUKUP, Associate Professor of Management, Ph.D., Purdue University

DONN W. VICKREY, Associate Professor of Accounting, Ph.D., Oklahoma State University

BARBARA WITHERS, Associate Professor of Operations Management, Ph.D., University of Colorado

DIRK S. YANDELL, Professor of Economics, Ph.D., Purdue University

DENNIS P. ZOCCO, Professor of Finance, Ph.D., Lehigh University



MASTER'S PROGRAMS IN BUSINESS

The MBA and MIB programs each encompass 60 units of academic study. Courses are offered in the day and evening hours. Students working full-time can complete the degree on a part-time basis in the evening (usually within three years). Two summer sessions and a January Intersession are also offered to provide the shortest completion time possible. A thesis is not required and there are no comprehensive examinations. No specific undergraduate course prerequisites or fields of concentration are required, but students with prior coursework in business administration, economics or engineering may have their programs shortened through appropriate course waivers.

JOHN AHLERS CENTER FOR INTERNATIONAL BUSINESS

The John Ahlers Center for International Business, funded with a major five-million dollar endowment, adds to the value of the USD graduate business school experience by providing students with international internships, information sources, and a series of speakers and executives-in-residence from around the world.

STUDY ABROAD

The School of Business offers international business courses abroad each summer in English. Currently courses are offered in Paris, London, and Hong Kong with additional exchange programs with schools in Asia, Latin America and Europe. These study abroad programs allow students to learn about and experience the culture of other countries and to develop additional language skills. International law courses are also available.

GENERAL REQUIREMENTS OF THE SCHOOL OF BUSINESS ADMINISTRATION

SCHOLASTIC STANDARDS

Students must complete all course requirements with an overall grade point average of at least 2.75 on a 4.0 scale. Use of the grades "A+" and "D" is not permitted in the graduate Business programs. Also see p. 18 for policies on probation and disqualification.

RESIDENCY REQUIREMENT

A minimum of 30 units of graduate program credit must be earned through USD.

TRANSFER OF GRADUATE CREDIT

Transfer of credit pertains to equivalent graduate courses completed at another accredited university or in another graduate program at USD, while the student is enrolled in USD's graduate business programs. Petitions for transfer of credit must be approved prior to the course being taken. No more than 6 semester units may be transferred into the graduate business programs.

SPECIAL STUDENT STATUS

Students enrolled and in good standing in graduate programs at USD or other accredited and approved institutions may be eligible to take graduate courses in the School of Business on a non-degree basis as Special Students.

COURSE PREREQUISITES

Students are responsible for meeting all course prerequisites prior to enrollment in each course.

WAIVER ADMINISTRATION AND CONDITIONS FOR WAIVER

Waiver refers to the reduction (waiving) of degree requirements due to course work taken prior to matriculation into the USD graduate business program. USD has discretion to approve or deny course waivers based on the content of the course and when and where it was taken.

Up to 30 units may be considered for waiver based upon previous coursework or examination. Approved waivers will be identified on the letter of admission. Only foundation and functional courses may be waived provided that each course taken meets specific conditions of waiver. The waiver will be granted upon satisfactory completion of an equivalent course or courses at the undergraduate or graduate level with grades in each course of B or better.

Waivers will be automatically considered at the time of admission based upon available transcripts. If students want additional courses waived they **must** file waiver petitions before the completion of the first semester of study. **NO WAIVER PETITIONS WILL BE ACCEPTED**

ADDITIONAL REQUIREMENTS FOR ADMISSION

(See pages 11 - 13 for basic admission requirements)

Entrance Semester	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 3.00 (4.0 scale)
Standardized Admission Test	• GMAT • TWE - International applicants only • TOEFL - International applicants only (minimum score of 580 required)
Coursework	• No specific coursework required • Students with undergraduate business courses may be able to waive up to 30 units (see below)
Required Licenses/Credentials	• None
Additional Requirements	• 3 faculty appraisal forms or letters of recommendation • Additional consideration is given to candidates with substantial business experience • Applicants with international transcripts must have their transcripts evaluated by the International Education Research Foundation



AFTER THE FIRST SEMESTER. Questions of equivalent course content will be referred to members of the appropriate core faculty group for deliberation and final determination.

Foundation and functional courses may also be waived by examination if the Director of Graduate Programs and a member of the faculty routinely presenting the course in question agree that a sufficient knowledge base exists to warrant developing and giving the examination. Waiver by examination may be attempted only once per course. A non-refundable fee of \$50 is charged for each examination for waiver.

The following GBA courses may be waived if the student demonstrates satisfactory completion of the conditions listed next to each course:

GBA 300 Introductory Quantitative Analysis: Three semester hours of calculus.

GBA 301 Accounting Standards and Analysis: Six semester hours of accounting.

GBA 302 Macroeconomic Analysis of Business: Three semester hours above the principles level.

GBA 303 Management and Organizational Behavior: Three semester hours of organization theory, behavior, and interpersonal communications, or equivalent.

GBA 304 Quantitative Business Analysis: Six semester hours of statistics, including inferential statistics and multiple regression with residual analysis.

GBA 308 Information Management: Three semester hours of information systems, to include word processing, spread sheets, and data base management.

GBA 311 Accounting Information and Managerial Decisions: Three semester hours of an equivalent course.

GBA 312 Managerial Economics: Three semester hours of upper division managerial economics.

GBA 314 Operations Management: Three semester hours of upper division production/operations management.

GBA 315 Managerial Marketing: Three semester hours of upper division principles of marketing or equivalent.

GBA 316 Managerial Finance: Three semester hours of upper division financial management or equivalent.

GBA 317 Social and Legal Environment of Business: Three semester hours of upper division social issues management exclusive of business law.

CONDITIONS FOR WAIVER OF INTERNATIONAL SEQUENCE COURSES

(Note: Only MIB students may waive these courses.)

GBA 334 International Economics: Three semester hours of upper division international economics.

GBA 343 International Financial Management: Three semester hours of upper division international finance.

GBA 364 Seminar in International Marketing: Three semester hours of upper division international marketing.

GBA 387 International Business Law: Three semester hours of upper division international business law.

GBA 388 Global Business & International Politics: Three semester hours of upper division international business or political science.

I. MASTER OF BUSINESS ADMINISTRATION

Inaugurated in 1975, the MBA program offers a traditional, broad-based curriculum that prepares students to assume senior level management positions. Its primary objective is to develop the analytical and behavioral abilities necessary for the individual to be an effective and responsible decision maker. Students receive a broad and thorough training in the kinds of problem solving that will best equip them for decision-making responsibilities in business and non-profit organizations in a variety of environmental settings.

Subject to the program requirements of specific areas of emphasis, students may take as electives a maximum of 6 hours of courses from the USD School of Law or other USD graduate programs.



REQUIREMENTS FOR THE MBA DEGREE

*Prerequisites are indicated in parentheses and waiver conditions are specified on pages 43 - 44.
(all courses are 3 units each, except GBA 399):*

I. Foundation Courses (all required):

GBA 300	Introduction to Quantitative Analysis
GBA 301	Accounting Standards and Analysis
GBA 302	Macroeconomic Analysis of Business (300)
GBA 303	Management and Organizational Behavior
GBA 304	Quantitative Business Analysis (300)
GBA 308	Information Management

II. Functional Courses (all required):

GBA 311	Accounting Information and Managerial Decisions (301)
GBA 312	Managerial Economics (304)
GBA 314	Operations Management (304)
GBA 315	Managerial Marketing
GBA 316	Managerial Finance (301)
GBA 317	Social and Legal Environment of Business (301, 303)

III. Program Electives (21 units):

- At least one course in each of Finance, Management, and Marketing
- 3 of the electives may be used to fulfill emphasis requirements (see below).

ACCOUNTING

GBA 320	Seminar in Corporate Financial Reporting (301)
GBA 321	Seminar in Management Control Systems (301, 303)
GBA 322	Taxes in Business Decisions (301)

ECONOMICS

GBA 331	Economics Fluctuations and Forecasting (302, 304)
GBA 334	International Economics (302 or 312)

FINANCE (MINIMUM 1 COURSE)

GBA 340	Seminar in Financial Management (316)
GBA 341	Seminar in Investments (316)
GBA 342	Real Estate Finance and Investment (316)
GBA 343	International Financial Management (316)
GBA 344	Advanced Seminar in Finance and Investments (316, 341)
ALSO GBA 402	

MANAGEMENT (MINIMUM 1 COURSE)

GBA 350	Human Resources Management (303)
GBA 351	International Human Resources Management (303)
GBA 352	International Comparative Management (303)
GBA 353	Organization Change and Design (303)
GBA 354	Seminar in International Business

GBA 355	Interpersonal Group Dynamics (303)
GBA 356	Executive Career Development (303)
GBA 358	Management of Technology (303)
GBA 359	Comparative Management: Japan and the United States
ALSO GBA 400 and 420	

MARKETING (MINIMUM 1 COURSE)

GBA 360	Marketing Research (315)
GBA 361	Seminar in Consumer Behavior (315)
GBA 362	Promotional Strategy (315)
GBA 364	Seminar in International Marketing (315)
GBA 365	Strategic Marketing (315)
GBA 366	Services Marketing (315)
ALSO GBA 401, 410	

INFORMATION AND DECISION SCIENCES

GBA 370	Information Systems Analysis and Design (308)
GBA 372	Quality Management (303)

SPECIAL STUDIES

GBA 380	Latin American Business Environment
GBA 381	Negotiations: Global and Domestic
GBA 383	Values Ethics and Corporate Culture (317)
GBA 385	Policy Issues in Real Estate Finance
GBA 386	Real Estate Law (316, 317)
GBA 387	International Business Law
GBA 388	Global Business & International Politics
GBA 394	Business Environment of Asia and the Pacific Rim
GBA 395	GBA Internship (completion of all foundation and functional courses w/approval of instructor)
GBA 397	Seminar in Comparative International Decision Making
GBA 398	Special Topics (prerequisites vary)
GBA 399	Special Studies

VENTURE MANAGEMENT EMPHASIS

GBA 400	Entrepreneurship and Intrapreneurship (303)
GBA 401	New Product Marketing and Development (315)
GBA 402	Financial Management for New Ventures (316)

SUPPLY MANAGEMENT EMPHASIS

GBA 410	Supply Management
GBA 411	Strategic Cost Management (311 may be concurrent)
• one elective from 353, 365, 372, 381, 420	

PROJECT MANAGEMENT EMPHASIS

GBA 420	Program/Project Management (303)
GBA 421	Tools for the Program/Project Manager (311, 316, 420)
• one elective from 353, 355, 372, 381, 401, 410	

IV. Capstone Course (take one in last semester, 3 units):

GBA 390	Strategic Management
GBA 390R	Strategy Simulation
GBA 391	International Strategic Management



AREAS OF ELECTIVE EMPHASIS

Students in the MBA program may focus their electives on one or more areas of emphasis. To graduate with an emphasis, students must either complete three (3) elective courses (9 units) within one functional area (i.e., accounting, finance, management, or marketing) or meet the requirements in one of the cross-functional areas (i.e., International Business, Project Management, Real Estate, Supply Management, or Venture Management).

PROJECT MANAGEMENT EMPHASIS

The Project Management emphasis is designed to provide students with the organizational and quantitative skills required to lead a project team. Such skills include managing the development of new products, systems, or services. The products or systems involved are often large, costly and complex. Development and delivery is often undertaken with compressed time schedules and significant resource constraints. To be successful, a project manager must effectively select, organize and utilize resources from a wide variety of functional areas. Success or failure may be critical to the firm's ability to respond to threats or opportunities in the market.

The **Project Management** emphasis is a 3-course series. Students must observe all prerequisites. No emphasis courses may be waived.

PART A: EMPHASIS COURSES (6 UNITS):

- GBA 420 Program/Project Management (303)
- GBA 421 Tools for the Program/Project Manager (311, 314, 316, 420)

PART B: CHOICE OF 1 OF THE FOLLOWING (3 UNITS):

- GBA 353 Organization Change and Design (303)
- GBA 355 Interpersonal Group Dynamics (303)
- GBA 372 Quality Management (303)
- GBA 381 Negotiations: Global and Domestic
- GBA 401 New Product Marketing and Development (315)
- GBA 410 Supply Management

REAL ESTATE EMPHASIS

The Real Estate emphasis offers forward-looking, risk-oriented students the opportunity to focus several of their elective options on an expanding series of offerings in real estate. Volume and technology drive this rapidly changing industry. Management, financial and legal analysis, customer service, and entrepreneurial skills must be leading-edge. The growing number of electives in real estate will assure students that the management fundamentals learned in the MBA program can be applied successfully in the residential and commercial real estate finance, development, and investment industries.

The **Real Estate** Emphasis is a 3-course series. Check for new offerings before planning your curriculum. Students must observe all prerequisites. No emphasis courses may be waived.

EMPHASIS COURSES AND PREREQUISITES (9 UNITS):

- GBA 342 Real Estate Finance & Investment (316)
- GBA 385 Policy Issues in Real Estate Finance
- GBA 386 Real Estate Law (316, 317)

SUPPLY MANAGEMENT EMPHASIS

The Supply Management emphasis focuses elective options into a series of courses that will respond to the needs of industry, government and not-for-profit organizations for procurement professions. This emphasis prepares students for roles in management that require skills in developing and managing purchasing, procurement, and materials management operations in a rapidly changing environment. The program addresses the four interdependent aspects of procurement: the requirements determinations process, sourcing strategies, pricing principles, and supplier management. Research skills relevant to this area will also be developed.

The **Supply Management** emphasis is a 3-course series. Students must observe all prerequisites. No emphasis courses may be waived.

PART A: EMPHASIS COURSES (6 UNITS):

- GBA 410 Supply Management
- GBA 411 Strategic Cost Management (311, may be concurrent)

PART B: CHOICE OF 1 OF THE FOLLOWING COURSES (3 UNITS):

- GBA 353 Organization Change and Design (303)
- GBA 365 Strategic Marketing (315)
- GBA 372 Quality Management (303)
- GBA 381 Negotiations: Global and Domestic
- GBA 420 Program/Project Management (303)

VENTURE MANAGEMENT EMPHASIS

The Venture Management emphasis prepares students for roles in management that require skills in managing organizations through periods of anticipated organizational turbulence. The reduction of attendant risk and the containment of resource costs are intended to be the outcome of this effort. Such periods may include significant start-up activities, periods of rapid growth or expansion, and major shifts in product mix or marketplace presence. This program will emphasize the key role that the manager plays in the successful development and execution of appropriate operational responses.

The **Venture Management** emphasis is a 3-course series. Students must observe all prerequisites. No emphasis courses may be waived.

EMPHASIS COURSES AND PREREQUISITES (9 UNITS):

- GBA 400 Entrepreneurship and Intrapreneurship (303)
- GBA 401 New Product Marketing and Development (315)
- GBA 402 Financial Management for New Ventures (316)



II. THE MASTER OF INTERNATIONAL BUSINESS

The Master of International Business Program is designed for individuals interested in careers in international businesses or organiza-

tions. The need for managers with a global orientation has accelerated as international trade and overseas markets have become increasingly important. The M.I.B. Program provides graduates with diverse, interdisciplinary training in business, economics, political science, and law.

REQUIREMENTS FOR THE MIB DEGREE

Prerequisites are indicated in parentheses. Waiver conditions are specified on pages 43 - 44.

I. Business Sequence Courses (30 units):

GBA 301	Accounting Standards and Analysis
GBA 303	Management and Organizational Behavior
GBA 304	Quantitative Business Analysis (300)
GBA 308	Information Management
GBA 311	Accounting Information and Managerial Decisions (301)
GBA 312	Managerial Economics (304)
GBA 314	Operations Management (304)
GBA 315	Managerial Marketing
GBA 316	Managerial Finance (301)
GBA 317	Social and Legal Environment of Business (301, 303)

II. International Sequence Courses (15 units):

GBA 334	International Economics (302 or 312)
GBA 343	International Financial Management (316)
GBA 364	Seminar in International Marketing (315)
GBA 387	International Business Law
GBA 388	Global Business & International Politics

III. Electives (12 units):

Electives require the prior approval of the Director of International Programs. They may be chosen from the School of Business, School of Law, International Relations, or other relevant graduate area. For courses outside the School of Business, permission must also be obtained from the Director of the other graduate program. Six semester units must be taken within the School of Business. For course offerings in International Relations, see the appropriate section of this bulletin; for Law School course offerings, see the School of Law Bulletin. Prerequisites for all elective courses must be observed.

IV. Capstone Course (3 units):

GBA 391	International Strategic Management
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This is the capstone course of the M.I.B. Program and is to be taken during the final regular semester of study.

V. Language:

Students are required to demonstrate oral competence in one language other than English. Competence is defined as a score of Intermediate or higher on the ACTFL Scale (or equivalent). Students may complete this requirement at any time during the program, but are encouraged to do so as early as possible.

III. JOINT-DEGREE PROGRAMS

Students interested in pursuing two degrees simultaneously must apply for admission to each of the schools involved. For current admission requirements and procedures for the Schools of Business and Nursing please call or write the Office of Graduate Admissions and for the School of Law please contact the Law School Admissions Office. (See *Admission to Joint Degree Programs*, p. 13)

The School of Business Administration offers the following joint-degree programs:

1. Master of Business Administration and Juris Doctor (MBA/JD). In conjunction with the USD School of Law.
2. Master of International Business and Juris Doctor (MIB/JD). In conjunction with the USD School of Law.
3. Master of Business Administration and Master of Science in Nursing (MBA/MSN). In conjunction with USD's Philip Y. Hahn School of Nursing (see p. 85).

COURSE NUMBERING SYSTEM

MBA FOUNDATION Courses	300-308
MBA FUNCTIONAL Courses	311-317
MIB BUSINESS Sequence	301-317
MIB INTERNATIONAL Sequence	334, 343, 364, 387, 388

ELECTIVE COURSES

Accounting	320-322
Economics	331-334
Finance	340-344
Management	350-359
Marketing	360-366
Information and Decision Sciences	370-372
Special Studies	380-399
Venture Management	400-402
Supply Management	410-411
Program/Project Management	420-421



GBA 300 Introductory Quantitative Analysis (3)

The application of quantitative analysis to business and economic problems. Topics include basic functions, algebra, systems of equations, linear programming and differential and integral calculus.

GBA 301 Accounting Standards and Analysis (3)

Introduction to the principles underlying the accumulation and reporting of accounting information. The conflicts and problems that arise in the preparation, analysis and use of accounting data.

GBA 302 Macroeconomic Analysis for Business (3)

A working knowledge of the American economy in an international setting. Topics include Keynesian theory, monetarist theory, and fiscal and monetary policy. Prerequisite: GBA 300.

GBA 303 Management and Organizational Behavior (3)

An examination of management theories, principles, and functions, as they relate to organizational behavior and practice. Topics include goal formation, planning, control systems, decision making, leadership, communications, power, interpersonal relations, conflict resolution, organizational design, and organizational development. Case study. Experiential exercises.

GBA 304 Quantitative Business Analysis (3)

Application of probability theory to managerial decision-making under uncertainty. Topics include estimation, hypothesis testing, analysis of variance, regression analysis, including residual analysis, time series analysis, and business forecasting. Prerequisite: GBA 300.

GBA 308 Information Management (3)

Study of the major types and managerial applications of Management Information Systems including office automation, transaction processing and managerial reporting, decision and executive support, and expert systems with emphasis on end-user computing tools associated with these systems including word processing, database management, spreadsheet and graphics software. On-line information retrieval systems and systems development topics are also discussed.

GBA 311 Accounting Information and Managerial Decisions (3)

Case analysis involving the use of accounting information to facilitate management decision making. Course includes use of both quantitative and qualitative analysis, current developments in costing systems, budgeting, control and performance measurement. Prerequisite: GBA 301.

GBA 312 Managerial Economics (3)

The application of analytical techniques and economic concepts to analyze typical problems encountered by managers. Applied understanding of risk analysis, demand analysis and estimation, sales forecasting, production analysis, cost estimation, pricing decisions and capital budgeting. Prerequisite: GBA 304.

GBA 314 Operations Management (3)

An examination of the methods of management science and their application in decision-making. Students learn to analyze the complex problems where quantitative analysis and optimization are important. Topics covered include mathematical programming, network analysis techniques, inventory control, decision simulations, waiting lines, and scheduling. Emphasis on application to production and operations problems. Prerequisite: GBA 304.

GBA 315 Managerial Marketing (3)

An overview of marketing principles. Emphasis on how marketing philosophy and processes relate to overall business and organizational strategy and functions. Topics include product, price, promotion, and distribution practices. Course format may include lecture, case studies, simulation games, and individual/team projects.

GBA 316 Managerial Finance (3)

Analysis of financial policies and practices of business enterprises; principles of the effective management of the flow of funds for the firm; survey and evaluation of alternative methods of financing, capital budgeting, and capital valuation determination. Case study. Prerequisite: GBA 301.

GBA 317 Social and Legal Environment of Business (3)

This course examines the complex array of social, legal, political, historical and ethical concerns in the business world today, both domestically and abroad. In this context, the course explores how businesses

do operate, and more significantly, how they should operate. Prerequisites: GBA 301 and 303.

GBA 320 Seminar in Corporate Financial Reporting (3)

Case studies designed to develop technical competence in the current state of the art in corporate financial reporting practices and understanding of the real world difficulties in resolving financial reporting issues, the evolutionary nature of accounting standards, and the limitations of financial accounting data for decision-making purposes. Prerequisite: GBA 301.

GBA 321 Seminar in Management Control Systems (3)

Case studies in the use of accounting data in the control process. Topics include human resource accounting, discretionary expense centers, profit centers, transfer pricing, investment centers, control in nonprofit organizations, and profit planning. Prerequisites: GBA 301 and 303.

GBA 322 Taxes in Business Decisions (3)

Case studies and current readings in tax issues relating to common business transactions. Students learn to recognize the tax problems and tax planning opportunities that attach to most business decisions. Topics include: concepts of income, forms of business, capital gains and losses, nontaxable transactions, corporate re-organizations, employee compensation, and tax accounting methods. Prerequisite: GBA 301.

GBA 331 Economic Fluctuations and Forecasting (3)

The study of quantitative business forecasting techniques and of the business cycle. Emphasis on advanced econometric forecasting techniques including regression, ARIMA and VAR. Hands on, applied research. Prerequisites: GBA 302 and 304.

GBA 334 International Economics (3)

This course covers key elements of international economics from a managerial perspective. Topics include sources of international competitiveness, barriers to trade and foreign investment, strategic trade policy, regional economic integration (the European Community, NAFTA, etc.) international economic institutions (GATT, IMF, the World Bank, etc.), the balance of payments, determination of exchange rates, and alternative international monetary systems. Prerequisite: GBA 302 or 312.



GBA 340 Seminar in Financial Management (3)

Advanced topics in financial management integrated through the use of case analysis. Topics include mergers, takeovers, leveraged buyouts, lease vs. purchase, financial forecasting and other contemporary financial issues. Prerequisite: GBA 316.

GBA 341 Seminar in Investments (3)

A broad study of investment securities and markets with emphasis on security analysis and portfolio management techniques as well as recent developments in investment strategies as well as options and futures markets. Prerequisite: GBA 316.

GBA 342 Real Estate Finance and Investment (3)

Introduction to the inefficient and fragmented market of real estate, to the nature and development of extensive debt financing, and to the singularly large investment opportunities in such a market. The effect of legal, political and economic constraints and changes on financing and investment in housing services will be analyzed from both wealth maximization and wealth transfer viewpoints. Prerequisite: GBA 316.

GBA 343 International Financial Management (3)

Financial decision making in the multinational firm. Hedging strategies dealing with foreign exchange exposure will be reviewed as well as multinational capital budgeting, capital structure, and the sources and uses of funds analysis along with the tax effects of foreign exchange translation. Case analysis. Prerequisite: GBA 316.

GBA 344 Advanced Seminar in Finance and Investments (3)

Integrates the theory and practical aspects of the fields of Managerial Finance and Investments by examining current and historical literature on topics such as the creation of value, market efficiency, agency theory, mergers and acquisitions, corporate restructuring, and asset portfolio theory. Prerequisites: GBA 316 and 341.

GBA 350 Human Resources Management (3)

In-depth analysis of the role of the Human Resources Management and Development function. Principles and practices in the selection, staffing, remuneration, training and development of personnel. Prerequisite: GBA 303.

GBA 351 International Human Resources Management (3)

Theory and practice of Human Resource Management in global firms. Functions of employment planning and forecasting, staffing, compensation and benefits, training and management development, union and employer relations, and health and safety for multinational corporations (MNC's). Particular attention to functions which vary from country to country and how MNC Human Resource departments handle them. Emphasis is on case study. Prerequisite: GBA 303.

GBA 352 International Comparative Management (3)

A study of the differences and similarities among management systems in various cultures, including Western Europe, Eastern Europe, Mid-East and Far East. Prepares managers to recognize the different values and cultural factors in the international business community and how these shape and determine appropriate management behavior. Problems and opportunities of transferring management practices from one culture to another. Prerequisites: GBA 303.

GBA 353 Organization Change and Design (3)

Study of change, change theory, and change practice, including both adapting to changes thrust upon us and initiating change toward a desired objective within the environment, the organization, the small group, and the individual. Emphasis on implications for administrative leadership. Prerequisite: GBA 303.

GBA 354 Seminar in International Business (3)

A case method approach to decision making in the international environment. Emphasis on investment strategies with consideration of implications of working in a foreign environment on marketing, finance, control and ethics.

GBA 355 Interpersonal and Group Dynamics (3)

This course focuses on learning concepts and skills for building productive and satisfying relationships with individuals and groups. Applications include interacting effectively with people that have different values, backgrounds, skills and objectives; building trust and cooperation; establishing open, honest communications; tactfully exerting influence; productive confrontations; conflict manage-

ment; and team development.

Current research and classic academic models provide the conceptual bases for experiential learning in an informal Tgroup setting. Assessments of participants' interpersonal competencies are generated from skill assessment inventories and from oral and written feedback from peers following class exercises. Interpersonal skills are developed through role plays, experiential exercises, and trying out new behaviors in an open group setting. Prerequisite: GBA 303.

GBA 356 Executive Career Development (3)

Theory and practice of the development of managers in business organizations. Topics include executive career stages, career values, and models of development; management training and development practices in different types of organizations; the formal and informal strategies and activities that lead to success as an executive and the problems that must be faced along the way to the top of today's organizations. Prerequisite: GBA 303.

GBA 358 Management of Technology (3)

This seminar examines issues germane to organizations where technology is a principle element of strategy. Issues include managing highly skilled professional employees, rapid technological change, creativity, innovation, technology assessment, team coordination, strategic alliances, and reward structures. Prerequisite: GBA 303.

GBA 359 Comparative Management: Japan & the United States (3)

In order to compete with, sell to, or joint venture with the Japanese, managers need to understand Japanese business practices. This course examines the cultural foundations of modern Japanese management practices. Students conduct research projects on topics of current interest involving comparisons between Japan and US management.

GBA 360 Marketing Research (3)

This course, intended for future managers working with market data, includes defining marketing research goals, budgeting of expenditures, estimating the size of the markets, delineation of consumers, product research, estimating market response to advertising, price, distribution and selling activities, and test marketing, with cases drawn from manufacturing and service industries. The main thrust will be directed to "down-to-earth" problems confronting operating managers, with



some attention to data analysis techniques using the computer and to information systems.

Prerequisite: GBA 315.

GBA 361 Seminar in Consumer Behavior (3)

An examination of individual and group influences on consumer behavior. Information processing, motivation, and decision processes are analyzed to provide a managerial understanding of aggregate consumer decision making. Course format may include lecture, case studies, and readings.

Prerequisite: GBA 315.

GBA 362 Promotional Strategy (3)

Examination of the increasingly important role of persuasive communication in marketing strategy. Organization of the promotion functions and execution of promotional strategy with emphasis on managing the mass communication function and the organization and operation of a firm's personal selling effort. Case study. Prerequisite: GBA 315.

GBA 364 Seminar in International Marketing (3)

Practical decision making in international marketing, including country selection, mode of entry, environmental analysis, product development, exporting and importing, pricing, distribution, and promotion strategies for worldwide markets.

Prerequisite: GBA 315.

GBA 365 Strategic Marketing (3)

This course examines the critical issues and variables in selecting a marketing strategy, with an emphasis on how to accomplish strategic analysis and planning. Topics included in the course are the comparison of business and marketing strategies, marketing situation analysis, designing marketing strategy, marketing program development, and marketing strategy management and implementation. Prerequisite: GBA 315.

GBA 366 Services Marketing (3)

The conceptual and practical elements of the marketing of services with emphasis on analyzing the nature of services, studying the service environment, developing and formulating strategic plans for various types of service firms. Prerequisite: GBA 315.

GBA 370 Information Systems Analysis and Design (3)

Study of structured systems development. Emphasis on current systems documentation through the use of both classical and structured tools/techniques for describing process flows, data flows, data structures, file designs, input and output designs and program specifications. Emphasis also on strategies and techniques of structured analysis and structured design methodologies for dealing with complexity in the development of information systems.

Prerequisite: GBA 308.

GBA 372 Quality Management (3)

This course will examine the philosophy of Total Quality Management. The emphasis will be on methods of implementing TQM rather than on the mathematics of Statistical Quality Control. The need for TQM in the manufacturing sector, service sector and public sector goes without saying. It is the obstacles, procedures and limitations which need examination. Prerequisite: GBA 303.

GBA 380 Latin American Business Environment (3)

An overview of Latin America from perspectives essential to effective international business management. Emphasis on inter-cultural understanding and communication, along with economic, political, legal, and historical characteristics of Latin America and how these affect the business environment. An integral part of this regional approach is the analysis of differences among countries and their relationship to the region as a whole. Course addresses the needs of students interested in international management.

GBA 381 Negotiations: Global and Domestic (3)

In this course, the student will learn the art and science of negotiation. The "science" will be learned largely through readings and discussions of the reading. The "art" will be learned through experience gained in simulated negotiations. Emphasis may vary depending on the instructor.

GBA 383 Values, Ethics and Corporate Culture (3)

An examination of business practices and ethical values that prevail in various nations of the world. Case studies examine conflicts between the national culture and corporate policy. Prerequisite: GBA 317.

GBA 385 Policy Issues in Real Estate Finance (3)

An overview course that examines timely and relevant business and public policy issues in the field of real estate finance. Turmoil among traditional providers of residential and commercial real estate finance; activist community-based groups challenging the availability of affordable housing for low and moderate-income families; and, the encroachment of government agencies into real estate markets all are examined in developing an understanding of how real estate in the U.S. will be financed in future years.

GBA 386 Real Estate Law (3)

Study of legal issues relating to ownership, transfer, and development of real property (land) with emphasis on methods of streamlining real estate transactions and preventing legal problems. Includes such topics as legal aspects of present and future interests in land, conveying and financing interests in land, and shopping center and multi-unit housing development. Includes case study. Prerequisites: GBA 316 and 317.

GBA 387 International Business Law (3)

This course examines the fundamental principles of public international law, the role of international organization and the use of private dispute settlement procedures. Topics include standards and guidelines pertaining to how international business is conducted, and issues associated with international trade, licensing and investment.

GBA 388 Global Business & International Politics (3)

Examines the political risks of doing business and how politics in various countries affects doing business in those countries. Contemporary topics and issues will include: foreign investment strategies, government intervention and interference, strategic alliances, international espionage, trade conflict and cooperation, and country specific political strategies.

GBA 390 Strategic Management (3)

This is the integrating course of the MBA as well as the MIB Program and will concentrate on application of concepts through case studies and decision simulation exercises. Students develop skills in decision making and problem analysis in areas of managerial and business policy and corporate strategy. Prerequisite: To be taken during the final regular semester of study.



GBA 390R Strategy Simulation (3)

Students manage a company in a computer simulated oligopoly industry, competing against companies managed by students from five other schools. Students write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for twenty (simulated) quarters.

GBA 391 International Strategic Management (3)

This is the integrating course of the MIB program. Students develop skills in the strategic management of international enterprises. The management of multinational organizations will be studied through a framework of identification, analysis and discussion of key strategic international issues. Case studies of multinational business situations will include selection of foreign locations, entry and ownership strategy, assessment of political economic risk, international social responsibility, operation and evaluation of a foreign subsidiary, and personnel and staffing considerations for foreign operations. Prerequisites: To be taken during the final regular semester of study. MBA students may take this course as an alternative to GBA 390.

GBA 394 Business Environment of Asia and the Pacific Rim (3)

This course will provide an overview of various aspects of doing business in Asian-Pacific countries. The implications of political, socio-economic and cultural environment for developing successful business strategies will be discussed with reference to selected countries from the region (Japan, NICS, ASIAN).

GBA 395 Internship (3)

Applied learning experience working for a business, government, or non-profit organization. Students undertake an individual project, team project, or employer designated internship program. Grading is pass/fail. Repeatable up to six units toward degree requirement. Prerequisites: Completion of all foundation and functional GBA courses and approval of placement by instructor.

GBA 397 Seminar in Comparative International Decision Making (3)

Comparison of business practices and decision making in various foreign countries. Students travel abroad to meet business executives in foreign countries and to study the culture within which the firm operates.

GBA 398 Special Topics (3)

Topics of current interest in Graduate Business Study. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Prerequisite: Will vary depending on topic selected.

GBA 399 Special Study (1-3)

Special or independent study usually involving empirical research and written reports. Repeatable up to six units toward degree requirements. Prerequisite: permission of instructor, Graduate Director, and Dean.

GBA 400 Entrepreneurship and Intrapreneurship (3)

The role and functions of the manager in launching new business ventures (both start-up firms and corporate venturing). Characteristics of successful entrepreneurs and intrapreneurs and the personal and professional risks inherent in forming new ventures. Techniques for anticipating and resolving pitfalls associated with relatively high risk operational scenarios. Emphasis on identifying and developing key managerial skills required in dealing with problems peculiar to start-ups. Prerequisite: GBA 303.

GBA 401 New Product Marketing and Development (3)

Marketing issues critical to the successful introduction of a new product: product, price, promotion, and distribution considerations with a particular focus on the new product development process. Students gain a thorough understanding of the significant marketing concerns in both entrepreneurial and intrapreneurial activities. Prerequisite: GBA 315.

GBA 402 Financial Management for New Ventures (3)

Examination of issues in managing the financial functions involved in both start-up and rapid growth opportunities. Identification of potential sources of financing such as venture capital, investment banking, commercial banking, and private investors. Techniques in forecasting funding needs, cash flow management, budget preparation, break-even analysis, and liquidity control will be integrated into the development of the financial segment of the business plan. Prerequisite: GBA 316.

GBA 410 Supply Management (3)

Examines the internal and external activities required to develop and manage an organization's supply management system at an operational, tactical, and strategic level with the objectives of improving the firm's product quality, while reducing costs and the time required to develop and bring a new product to market. Describes how the firm's cross-functional supply management system functions during the development of new products, the selection of world class domestic and international suppliers, and the establishment of fair and reasonable prices. It investigates the process of developing and nurturing supply partnerships and strategic supply alliances. Lecture, discussion, and case analyses.

GBA 411 Strategic Cost Management (3)

Investigates the highly dynamic, timely, and little understood arena of cost management in the value chain from mother earth to the end customer. The focus on cost management is designed to give the student an appreciation of cost reduction as a critical tool in the business strategy of competitive firms for the 90's. Emphasis is redirected from price to "all-in-cost." Incremental costs, cost modeling and target cost, activity based costing and the cost of poor quality are viewed from both a marketing and customer perspective. Case studies, lecture, and practical projects. Prerequisite/Corequisite: GBA 311.

GBA 420 Program/ Project Management (3)

This course is designed as a needed supplement to the other management courses in the MBA program. Most of the MBA training is geared toward managing ongoing operations. Projects are defined as "undertakings with a finite completion point." Managing projects requires unique skills different from those needed in traditional management. This course will fill the gap in management training. The course follows the "project life-cycle" approach, tracking projects from start to finish. Prerequisite: GBA 303.

GBA 421 Tools for the Program/Project Manager (3)

This course will focus on some of the more quantitative tools which successful project managers need in order to conclude the project on time, within budget, and within specifications. Topics will include cost estimating, budgeting, contract pricing, value analysis, variance analysis, and others. Prerequisites: GBA 311, 316, 420.



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and models of organizational behavior, change, policy-making, ethics, adult development, and future studies. In the process, they develop their own leadership abilities as well as their scholarship. Graduates can then use this leadership expertise in any professional area of society and in any organization, public or private, for-profit or not-for-profit. The Doctor of Education Program is nontraditional and interdisciplinary in design, content, and student enrollment. It is very traditional, however, in its emphasis on high academic standards in coursework and the research and writing of the dissertation. At the heart of this program is a faculty of scholars skilled in research and interdisciplinary studies.

The University of San Diego confers the Doctor of Education degree in recognition of excellence in scholarship and professional performance, as well as on the basis of coursework and requirements completed. The degree requirements described below are the minimum required for graduation.

DOCTOR OF EDUCATION PROGRAM

LEADERSHIP STUDIES

The University of San Diego's Doctor of Education (Ed.D.) program is intended for professional people who want to study leadership. Doctoral students develop their understanding of leadership through the study of current research

ADDITIONAL REQUIREMENTS FOR ADMISSION

(See pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring
Application Deadlines	• Fall: April 1 • Spring: October 13
Recommended G.P.A.	• 3.50 (4.00 scale) in master's coursework
Standardized Admission Test	• Miller Analogies Test
Coursework	• No specific coursework required
Required Licenses/Credentials	• None
Additional Requirements	• Master's degree • Resume • Personal statement • Three letters of recommendation • Interview with a member of the Doctoral Admissions Committee.

No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant.



PROGRAM OF STUDY

Upon admission, each student is assigned a program advisor, with whom he or she will develop a program of study. The program must be filed during the student's first year and be based upon the four components of the program as described below. Students are required to complete a minimum of 60 semester-units beyond the master's degree. Some students may exceed the 60-unit requirement, especially if they wish to qualify simultaneously for a Preliminary or Professional Administrative Services Credential from the State of California.

Coursework taken after admission to the Doctoral Program may not be applied to a master's degree from the School of Education.

GENERAL REGULATIONS

1. ACADEMIC PERFORMANCE REQUIREMENTS

Doctoral students are required to maintain at least a 3.00 grade point average in their coursework throughout the program.

2. RESIDENCY

As one of several conditions for admission to candidacy, all doctoral students must fulfill the residency requirement by enrolling in:

1. 15 units of on-campus doctoral coursework during a 12-month period, OR
2. 12 units of on-campus doctoral coursework in the fall or spring term, OR
3. 15 units of on-campus doctoral coursework during two consecutive Summer Sessions.

3. MAXIMUM LOAD

Doctoral students who are employed full-time may not take more than 6 units per semester unless approved by the student's advisor and the program coordinator. No doctoral student may take more than 12 units per semester.

4. TRANSFER OF CREDIT

With approval a student may transfer up to 12 units of appropriate post-master's graduate coursework taken at an accredited and USD-recognized college/university up to five years prior to the student's entry into the USD program (See Transfer of Graduate Credit, p. 20). A student previously enrolled elsewhere in an accredited doctoral program recognized by USD may appeal to the faculty for the transfer of more than 12 units.

Students who have completed the Professional Administrative Services Credential or the Post Employment Training Administration Certificate program at San Diego State University may transfer 18 units of post-master's credit to fulfill the Professional Growth requirement.

5. QUALIFYING EXAMINATIONS

After completing at least 42 units of core coursework, a student must pass the qualifying examination, consisting of two tests given on two days. The examinations are evaluated on a pass/fail basis by special examination committees. A student who fails one or more of the examinations may retake the examination(s) at the next regularly scheduled administration. Should the student fail any examination twice, he or she will not be advanced to candidacy and will be dropped from the program.

6. ADMISSION TO CANDIDACY

Admission to candidacy (not equivalent to admission to the program) is achieved when the student has successfully completed the qualifying examination, the professional growth essay, all coursework, the residency requirement, and has been reviewed by the Doctoral Review Committee. The candidate is then ready to focus completely on the dissertation, and is ineligible for a Leave of Absence.

7. DISSERTATION (SEE P. 22)

8. TIME LIMITS

A student must complete the doctoral program within seven years of the first semester of enrollment, and within three years of passing the qualifying examination.

REQUIREMENTS FOR THE DEGREE

I. Leadership Component (21 units):

Designed to enable the doctoral student to actualize leadership concepts, competencies and values, and to incorporate multicultural and international concepts.

- EDLD 600 Leadership Theory (3)
- EDLD 601 Organizational Theory (3)
- EDLD 602 Organizational Change (3)
- EDLD 603 Ethics and Leadership (3)
- EDLD 604 The Policy-Making Process (3)
- EDLD 605 Adult Development (3)
- EDLD 606 Leadership and the Future: A Synthesis (3)

II. Research and Evaluation Component (12 units):

Designed to enable the doctoral student to develop research skills applicable to the successful completion of the dissertation.

- EDLD 607 Applied Statistics and Quantitative Research Design (3)

- EDLD 608 Qualitative Research Design Methods(3)
- EDLD 609 Evaluation: Theory and Practice (3)
- EDLD 610 Dissertation Seminar (3)

III. Internship (3 units):

- EDLD 360 Leadership Internship (3)

When a student has clearly demonstrated appropriate previous leadership experience, the internship may be waived and coursework substituted.

IV. Professional Growth Component (15 units minimum):

Students are encouraged to develop either a specialized or an interdisciplinary program of studies.

V. Dissertation Component (9 units minimum):

- EDLD 611 Dissertation (1-9)

After completing nine units, candidates must register for one unit each semester to maintain candidacy until the final, approved dissertation is submitted to the Graduate School.



MASTER'S DEGREES AND CREDENTIAL PROGRAMS

MASTER'S DEGREES

The master's programs in Education prepare qualified professional personnel in education and related areas through a sequence of graduate work which includes field and laboratory experiences as well as coursework. The School of Education grants three master's degrees: the Master of Arts (M.A.), the Master of Education (M.Ed.), and the Master of Arts in Teaching (M.A.T.). Each program requires a specified minimum number of graduate credits, and most require the successful completion of a comprehensive examination, a culminating curriculum project, or a portfolio. There is no foreign language requirement and, with the exception of the M.A. degrees in Curriculum and Instruction and Leadership Studies, no thesis requirement.

CREDENTIAL PROGRAMS

USD's credential programs are approved by the Commission on Teacher Credentialing and meet fifth-year requirements for the Professional Clear Teaching Credentials. Students should see their advisors for specific requirements regarding each credential. It is possible to combine credential programs with a degree program. See program coordinators for information.

PRELIMINARY AND PROFESSIONAL CLEAR CREDENTIALS

- Single Subject Teachingp. 62
- Multiple Subjects Teachingp. 61
- Multiple Subjects with Bilingual Emphasis (Spanish)p. 61

SPECIALIST CREDENTIALS

- Learning Handicappedp. 64
- Severely Handicappedp. 65

ADMINISTRATIVE SERVICES CREDENTIALS

- Preliminary Services Credentialsp. 66
- Professional Services Credentialsp. 66

HEALTH SERVICES CREDENTIAL

- School Nursep. 87

ADDITIONAL REQUIREMENTS FOR ADMISSION TO COUNSELING PROGRAMS

(See pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 2.75 (4.00 scale) in all undergraduate coursework
Standardized Admission Test	• None
Coursework	• None
Required Licenses/Credentials	• None
Additional Requirements	<ul style="list-style-type: none"> • Personal goal statement describing how the degree or credential program will fit professional goals and outlining strengths in interpersonal skills • Three letters of reference supporting the candidate's academic and interpersonal strengths • Personal interview with Counseling program faculty

PUPIL PERSONNEL SERVICES CREDENTIAL

- School Counselingp. 55

TRANSFER OF CREDIT

Students may transfer 6 appropriate Master's-level units taken at an accredited and approved institution within the past 5 years into a 30-unit program, and 9 units into a program requiring 45 or more units, with the approval of the advisor and program coordinator and clearance by the Graduate Office. An additional 3 units may be considered for transfer by petition to the Dean of the School of Education.

COUNSELING PROGRAMS

The Master of Arts in Counseling program is a non-thesis program requiring 48 units of courses and successful completion of a comprehensive exam. It is designed to meet the course and fieldwork requirements of the National Board of Certified Counselors (NBCC) and many state licensing agencies. All students complete a 30-unit core of counseling courses which meets the 10 required NBCC areas. Students complete an 18-unit specialization in one of three areas: School Counseling, College Counseling and

Student Services, or Career and Human Resource Development. Students have an option of designing an individualized program to meet career goals and not declaring a specific specialization area. This degree requires the student to complete two semesters of fieldwork in a setting related to the student's career goal.

The Counseling program is dedicated to meeting the individual needs of adult learners and to providing education and skills development which graduates utilize in a wide range of career settings. Each course requires one or more projects which can become part of the student's career portfolio. Students participate with faculty, alumni and fellow students in continuous improvement teams that develop projects and services to enhance the graduate school experience. All new students can request a Peer Mentor, who is an experienced student who shares the same program specialization. Most students participate throughout their graduate programs in paid and volunteer experiences, professional development activities and professional organizations.

The program has a chapter of Chi Sigma Iota Counseling Honorary International which students are eligible to join after completing at least nine units of graduate courses with a minimum of a 3.5 GPA. Graduates of the Counseling program are found in school districts, community college and university campuses, career centers, government and business settings and community agencies. Many of our students have gone on to doctoral programs in counseling psychology,



counselor education, educational leadership, higher education administration and educational psychology.

Applicants are sought who have demonstrated ability in academic endeavors and have demonstrated effective helping skills in employment, intern and volunteer settings. To complete the program successfully students must develop skills in assessment of client needs, individual counseling, small and large group facilitation, consultation, policy and proposal writing and data collection and analysis. Students must develop the multicultural counseling competencies needed by counseling professionals working in an increasingly diverse and global society. Students become life-long learners who will pursue professional development as a necessary part of counseling practice. Finally, students learn to take an active role in producing the organizational change necessary to promote academic, professional and personal success for themselves and their clients.

MASTER OF ARTS IN COUNSELING OPTIONS

SPECIALIZATION IN CAREER AND HUMAN RESOURCE DEVELOPMENT

Students in this area plan to apply their counseling skills with a focus on career development counseling and work-related interventions. Students seek positions in business, government, higher education and community settings as well as in individual practice as career counselors and consultants. Graduates are able to do individual, small and large group interventions with employees, managers and students in a variety of areas such as career development on the job, conflict management, productivity enhancement, team building, and support of employees during transitions in and out of the workplace.

SPECIALIZATION IN COLLEGE COUNSELING AND STUDENT SERVICES

Students in this emphasis plan to apply their counseling skills in a variety of positions at institutions of higher education. Graduates may use their skills in career, academic and personal counseling centers; residence life; student affairs; international student services; drug and alcohol education and counseling; volunteer resources; undergraduate and graduate admissions and disabled students services. Students who pursue this specialization have a particular interest in developing their interpersonal skills and seek positions where they provide direct individual and group services to students. Many graduates later seek more training in higher education leadership and administration through doctoral training.

SPECIALIZATION IN SCHOOL COUNSELING

Students in this area plan to be school counselors in elementary, middle school/junior high and high school settings or to work with agencies serving K-12 children and their families. The requirements for the California Pupil Personnel Services Credential with emphasis in School Counseling can be met as part of this degree program.

INDIVIDUALIZED OPTION

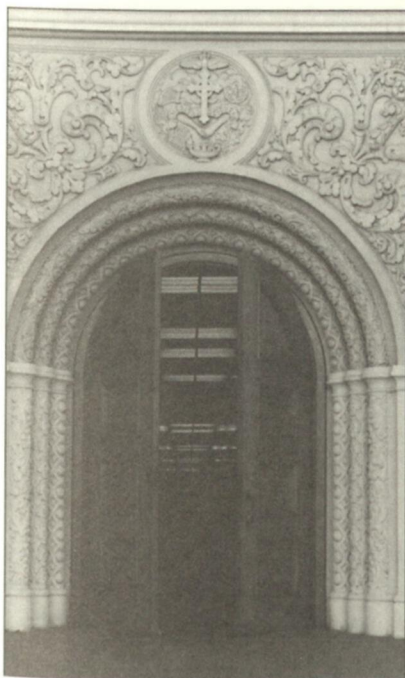
Students sometimes have career goals in the counseling profession which are not included in the three specialization areas described above. Students may plan to work in agency, health care or community settings. Students can design programs to meet the educational requirements for professional counselor or mental health counselor licensing in the states that have these licenses. Students may intend to enter doctoral programs in counseling psychology or counselor education and to pursue future careers as college professors or licensed psychologists. With the approval of their advisor, students in this option may choose elective courses and fieldwork which meet their specific goals.

PUPIL PERSONNEL SERVICES CREDENTIAL - EMPHASIS IN SCHOOL COUNSELING

Students can meet the California requirements for the PPS Credential with emphasis in School Counseling as part of the M.A. in Counseling with the School Counseling specialization or as a credential-only option. The program director and credentials analyst will help students who seek credentials from other states.

POST-MASTER'S DEGREE PROFESSIONAL COUNSELOR CERTIFICATE

The National Board of Certified Counselors requires counselors who wish to become nationally certified to have completed a master's degree and at least 48 semester units of graduate credit in counseling or counseling-related work. These counselors would then be eligible to apply to take the national certification exam and other specialty exams. Many states also require 48 graduate units as a minimum to become licensed as a Professional Counselor. Students who have completed an M.Ed. in Counseling from USD must complete 18 additional units of recommended courses. Applicants with degrees in counseling from other universities may enter this option and complete courses needed to meet NBCC requirements.



REQUIREMENTS FOR THE M.A. DEGREE

The Counseling Core is designed to meet the program requirements recommended by the National Board of Certified Counselors (NBCC) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Electives should be chosen based on the student's career focus with approval of the advisor.

I. Core Courses (30 units):

- COUN 200 Research Design and Methodology (3)
- COUN 220 Psychology of Human Development (3)
- COUN 221 Introduction to Counseling: Practice (1)
- COUN 222 Introduction to Counseling: Techniques (1)
- COUN 224 Introduction to Counseling: Ethics (1)
- COUN 262 Career Development Across the Lifespan (3)
- COUN 263 Counseling Psychology: Theory and Practice (3)
- COUN 265 Group Dynamics (3)
- COUN 266 Assessment Techniques in Counseling (3)
- COUN 269 Multicultural Counseling Skills (3)
- COUN 271 Assessment and Intervention Planning for Professional Counselors (3)
- COUN 367 Counseling Practicum (3)

II. Specializations (18 units):

A. Career and Human Resources Development:

Required Courses (12 units, including 6 units of fieldwork):

- COUN 260 Introduction to Human Resources (3) (May use GBA 350)
- COUN 270 Designing Career Development Services (3)
- COUN 373 Fieldwork in Human Resources (3) may be repeated once
- COUN 374 Fieldwork in Career Development (3) may be repeated once

Recommended Electives (6 units):

- EDLD 250 Leadership (3)
- EDLD 256 Organizations and Diversity (3)
- EDLD 259 Leadership and Organizational Change (3)
- MFCC 270 Treatment of Drug and Alcohol Problems (2)
- GBA 351 International Human Resources Management (3)
- GBA 353 Organizational Change and Design (3)
- GBA 356 Executive Career Development (3)
- GBA 366 Services Marketing (3)
- Other approved electives

B. College Counseling and Student Services:

Required Courses (12 units, including 6 units of fieldwork):

- COUN 264 College Student Services (3)
- COUN 272 College Student Development (3)
- COUN 372 Fieldwork in College Student Services (3) may be repeated once

Recommended electives (6 units):

- COUN 270 Designing Career Development Services (3)
- EDLD 250 Leadership (3)
- EDLD 256 Organizations and Diversity (3)
- EDLD 259 Leadership and Organizational Change (3)
- EDLD 274 Leadership Development for Women (3)
- EDLD 278 Higher Education Administration (3)
- Other appropriate electives

C. School Counseling:

The core courses and this specialization can meet the educational and experience requirements for the State of California Pupil Personnel Services Credential with Specialization in School Counseling.

Required Courses (12 units, including 6 units of fieldwork):

- COUN 261A Consultation and Leadership in School Counseling Services (1)
- COUN 261B Techniques for Elementary School Counselors (1)
- COUN 261C Techniques for Secondary School Counselors (1)
- COUN 268 Organization of Pupil Personnel Services (3)
- COUN 370 Fieldwork in School Settings (3) - may be repeated once
- COUN 371 PPS Fieldwork in Agency Settings (3)

Recommended electives (6 units):

- EDSP 290 Exceptional Individuals (3)
- MFCC 226 Family Therapy Theories (3)
- MFCC 270 Treatment of Drug and Alcohol Problems (2)
- EDLD 250 Leadership (3)
- EDLD 256 Organizations and Diversity (3)
- EDLD 259 Leadership and Organizational Change (3)
- Other appropriate electives

D. Individualized Option:

Required Courses (6 units):

Six units of fieldwork approved by the advisor

Electives (12 units):

Twelve units of electives (approved by advisor) to meet licensing and doctoral program requirements or to gain expertise working with certain populations. Students choose electives from Counseling, MFCC, Educational Leadership, Pastoral Counseling or Nursing programs.

III. Comprehensive Examination

Taken during or after the final semester of courses.



REQUIREMENTS FOR THE PUPIL PERSONNEL SERVICES CREDENTIAL IN SCHOOL COUNSELING

OPTION 1. For students who have completed or are completing USD's M.A. in Counseling with a School Counseling specialization. Requirements:

- Complete requirements for the M.A. program in School Counseling with EDSP 290 as an elective
- Pass CBEST
- Meet the PPS credential fieldwork requirements*

OPTION 2. For students who already have a master's degree in counseling from a university other than USD. Candidates for this option should make an appointment with the Pupil Personnel Services Credential program coordinator to have previous graduate coursework evaluated for equivalence to the following courses:

EDSP 290	Exceptional Individuals (3)
COUN 220	Psychology of Human Development (3)
COUN 221	Introduction to Counseling: Practice (1)
COUN 222	Introduction to Counseling: Techniques (1)
COUN 223	Introduction to Counseling: Research (1)
COUN 261A	Consultation and Leadership in School Counseling Services (1)

COUN 261B	Techniques for Elementary School Counselors (1)
COUN 261C	Techniques for Secondary School Counselors (1)
COUN 262	Career Development Across the Lifespan (3)
COUN 263	Counseling Psychology: Theory and Practice (3)
COUN 265	Group Dynamics (3)
COUN 266	Assessment Techniques in Counseling (3)
COUN 268	Organization of Pupil Personnel Services (3)
COUN 269	Multicultural Counseling Skills (3)
COUN 367	Practicum in Counseling Skills (3)
COUN 370	PPS Fieldwork in School Settings (3)*
COUN 371	PPS Fieldwork in Agency Settings (3)*
• Pass CBEST	

***FIELDWORK:** The credential requires 450 hours of fieldwork completed under the supervision of a PPS credentialed supervisor. School fieldwork must be at two levels: elementary, middle/junior, high school and requires cross-cultural counseling hours. Students enroll in a fieldwork course each term that they are collecting fieldwork hours until 450 hours are completed. Students receive individualized and group supervision and must complete a minimum of 150 hours at each fieldwork site approved by the advisor. Students may take more than one fieldwork course to meet requirements for different emphasis areas. Prerequisites: COUN 265 and 367 (or consent of program director).

POST-MASTER'S DEGREE PROFESSIONAL COUNSELOR CERTIFICATE (18 UNITS):

I. NBCC Requirements - A 3-unit course in each of the following areas: Certificate students must take any of the following courses which were not completed as part of their master's degree.

AREA	USD COURSE
Counseling Theory	COUN 263
Supervised Counseling	COUN 370-375
Human Growth and Development	COUN 220
Social/Cultural and Family Foundations	COUN 269
The Helping Relationship	COUN 367
Group Dynamics	COUN 265
Lifestyle and Career Development	COUN 262
Appraisal of Individuals	COUN 266
Research and Evaluation	COUN 200
Professional Orientation	COUN 221, 222, 224

II. Required courses (6 units):

COUN 271	Assessment and Intervention Planning for Professional Counselors (3)
COUN 370 - 375	Three additional units of fieldwork

III. Specializations (12 units not previously completed):

A. Career and Human Resources Development (12 units):

EDLD 250	Leadership (3)
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EDLD 256	Organizations and Diversity (3)
EDLD 259	Leadership and Organizational Change (3)
MFCC 270	Treatment of Drug and Alcohol Problems (2)
GBA 351	International Human Resources (3)
GBA 353	Organizational Change and Design (3)
GBA 356	Executive Career Development (3)
GBA 366	Services Marketing (3)
Other electives approved by program advisor	

B. College Counseling and Student Services (12 units):

COUN 264	College Student Services (3)
COUN 272	College Student Development (3)
COUN 270	Designing Career Development Interventions (3)
EDLD 250	Leadership (3)
EDLD 274	Leadership Development for Women (3)
Other electives approved by program advisor	

C. School Counseling (12 units):

COUN 261A	Consultation and Leadership in School Counseling Services (1)
COUN 261B	Techniques for Elementary School Counselors (1)
COUN 261C	Techniques for Secondary School Counselors (1)
COUN 268	Organization of Pupil Personnel Services (3)
EDSP 290	Exceptional Individuals (3)
Other electives approved by program advisor	



CURRICULUM AND INSTRUCTION PROGRAMS - TEACHER EDUCATION

The Teacher Education and Special Education faculty offer master's level coursework leading to the Master of Arts in Curriculum and Instruction, the Master of Education in Curriculum and Instruction, and the Master of Arts in Teaching. Each of these degree programs offers courses that meet the requirements of the Commission on Teacher Credentialing for the Professional Clear Multiple or Single Subjects Teaching Credentials, and/or the Specialist in Special Education Credential. In addition, credential-only programs are available which prepare candidates for the Multiple Subjects Credential, the Multiple Subjects Credential with a CLAD or BCLAD emphasis, the Single Subject credential, the Single Subject credential with a CLAD or BCLAD emphasis, or the Specialist in Special Education Credential. (See Special Education section for program descriptions in Special Education.)

MASTER'S PROGRAMS

Those persons applying for a teaching credential, with or without a master's degree, must submit the following requirements in addition to all other admission requirements:

- Scores on the California Basic Educational Skills Test (CBEST)—either an original passing transcript or a copy of the scores received must be submitted with the application for admission. Applicants from outside California must take the test at their first opportunity after entering the State. Proof of enrollment for the next available test date should be submitted if the test has not yet been taken by the applicant.
- Copies (not originals) of any present or previous teaching credentials from any state should be submitted with the application.

Applicants can arrange an interview with a faculty advisor or program director in either teacher education or special education prior to submitting an application.

Phone (619) 260-4538 to set up an interview.

A. MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

This program, designed for teachers or others who hold a bachelor's degree from an accredited institution, is intended to increase professional competence. Students are expected to demonstrate ability to conduct research on a topic of interest.

B. MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

This 30-unit program is designed for those who hold a bachelor's degree from an accredited institution and who wish to extend their professional competence. Students may use the program to gain a recommendation for a Professional Clear Teaching Credential, to develop and increase their

ADDITIONAL REQUIREMENTS FOR ADMISSION TO MASTER'S PROGRAMS

(See pages 11 - 13 for basic admission requirements. See page 61 for credential requirements.)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 2.75 (4.00 scale) in all undergraduate coursework
Standardized Admission Test	• None
Coursework	• No specific coursework required
Required Licenses/Credentials	• None
Additional Requirements	<ul style="list-style-type: none"> • Three letters of reference attesting to both academic and personal skills, and if possible, to teaching abilities • Cover letter explaining reasons for seeking the degree and including other information which would assist the admissions committee in its decision • Information on an applicant's experience in working with children or adolescents in school or non-school settings

REQUIREMENTS FOR THE M.A. DEGREE

I. General Coursework (21 units):

EDUC 200	Research Design and Methodology (3)
EDUC 212	Measurement and Evaluation in Educational Settings (3)
EDUC 233	Seminar in Educational Philosophy and Values (3)
EDUC 235	Curriculum Development and Design (3)
EDUC 236	Curricular Innovations (3)
EDUC 237	Evaluation of Curricular Systems (3)
EDUC 238	Instructional Theories and Practices (3)

II. Electives (3 units):

To be selected by the student and advisor

III. Thesis (6 units):

EDUC 206 Thesis Supervision (1-6)

The thesis, written on a subject directly connected with curriculum and/or instruction, must show the writer's creativity and competence in written expression and research design. All students must have completed the research design class (EDUC 200) with a grade of B minus or better to register for thesis work. While all theses need not be experimental, proficiency in research design and methodology, including beginning statistics, is expected. (Also see Thesis on p. 21.)



knowledge and skills, or to acquire their first teaching credential and a master's degree concurrently by completing the course requirements and a full semester of student teaching. Approximately 48 units are required for both the credential and the master's degree.

Each of the program emphases consists of core courses and electives, to be followed by the submission of a portfolio. The portfolio requires that students demonstrate in writing the knowledge and skills learned in their program. They write an integrative paper and include samples of papers and projects from their classes. The faculty advisor, in conjunction with another faculty member in teacher education, will read and assess the written portfolio. Portfolios are presented to faculty and students at times scheduled during each semester. Additional information is available from the faculty in teacher education. No course enrollment is required for the portfolio option; that is, all Curriculum and Instruction master's programs consist of at least 30 units of course work.

REQUIREMENTS FOR THE M.Ed. DEGREE

1. CURRICULUM DEVELOPMENT EMPHASIS

This emphasis prepares the student to design, write, and evaluate curriculum in school and non-school settings.

I. Core Courses (21 units):

- EDUC 200 Research Design and Methodology (3)
- EDUC 212 Measurement and Evaluation in Educational Settings (3)
- EDUC 233 Seminar in Educational Philosophy and Values (3)
- EDUC 235 Curriculum Development and Design (3)
- EDUC 236 Curricular Innovations (3)
- EDUC 237 Evaluation of Curricular Systems (3)
- EDUC 238 Instructional Theories and Practices (3)

II. Elective courses, to be chosen from the following (9 units):

- EDUC 203, 211, 213, 218, 219, 239, 241, 245, 247
- EDSP 286, 290, 295

III. Written Portfolio and Presentation

2. INSTRUCTION EMPHASIS

This emphasis provides a basic understanding of curriculum design processes as well as advanced strategies and methods for teaching K-12 students.

I. Core Courses (21 units):

- EDUC 200 Research Design and Methodology (3)
- EDUC 212 Measurement and Evaluation in Educational Settings (3)
- EDUC 218 Teaching Writing Across the Curriculum (3)
- EDUC 219 Literature for Children and Adolescents (3)
- EDUC 233 Seminar in Educational Philosophy and Values (3)
- EDUC 235 Curriculum Development and Design (3)
- EDUC 238 Instructional Theories and Practices (3)

II. Elective courses, to be chosen from the following (9 units):

- EDUC 203, 211, 213, 215, 216, 236, 237, 239, 241, 245, 247
- EDSP 286, 290, 295

III. Written Portfolio and Presentation

3. BILINGUAL (SPANISH) EMPHASIS

This emphasis provides teachers of bilingual (Spanish/English) students with skills and knowledge appropriate for designing bilingual programs and applying teaching strategies to bilingual pupils, building appropriate curricula, and administering and interpreting tests.

I. Core Courses (21 units):

- EDUC 200 Research Design and Methodology (3)
- EDUC 212 Measurement and Evaluation in Educational Settings (3)
- EDUC 235 Curriculum Development and Design (3)
- EDUC 242 Methods for Teachers of Students from Spanish Speaking Backgrounds (3)

(Continues next column)

- EDUC 244 Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)
- EDUC 245 Teaching English as a Second Language (3)
- EDUC 246 Comprehensive Seminar in Bilingual Education (3)

II. Elective Courses (9 units):

Appropriate coursework in education or other fields chosen by the student and advisor.

III. Written Portfolio and Presentation

4. LITERACY EMPHASIS

This emphasis is designed for classroom teachers and others concerned with issues of reading, writing, and thinking. The program includes coursework aimed at providing both theoretical backgrounds and practical ideas for teaching pupils to become literate in the diverse society in which they will grow and function.

I. Core Courses (21 units):

- EDUC 200 Research Design and Methodology (3)
- EDUC 215 Advanced Instructional Theories of Reading (3)
- EDUC 216 Innovations in Reading and Writing (3)
- EDUC 218 Teaching Writing Across the Curriculum (3)
- EDUC 219 Literature for Children and Adolescents (3)
- EDUC 235 Curriculum Development and Design (3)
- EDUC 245 Teaching English as a Second Language (3)

II. Elective Courses (9 units):

To be chosen from the following or other courses approved in advance by the advisor.

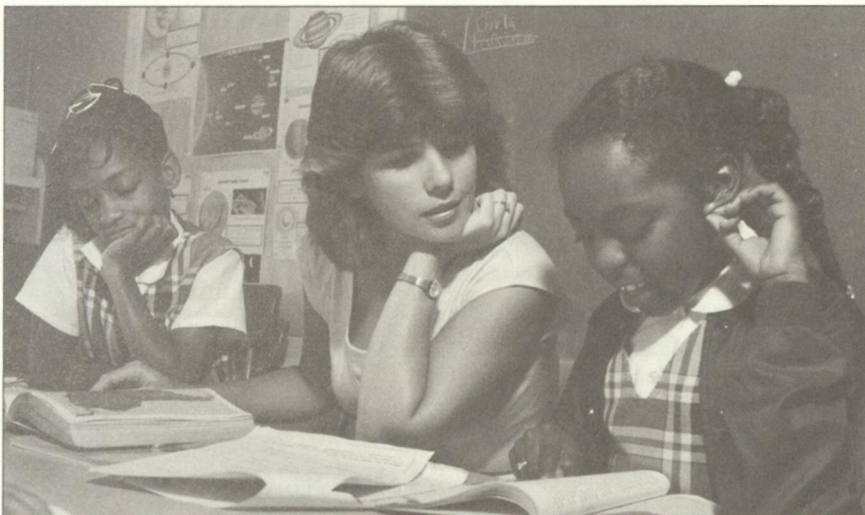
- EDUC 203, 211, 212, 213, 236, 237, 238, 241
- EDSP 286, 290, 293

III. Written Portfolio and Presentation



C. MASTER OF ARTS IN TEACHING

This program is designed for students who hold a bachelor's degree with a major or strong minor in the subject specialty from an accredited institution. It is designed for students who seek either to devote equal emphasis to a program in education and to their subject specialty, or to receive their Single Subject Teaching Credential and a master's degree concurrently (approximately 48 units). The subject areas for which an M.A.T. program is offered include History, International Relations, Social Sciences, and Bilingual Education (Spanish). The applicant will have an advisor in the School of Education and in the academic field of specialty.



REQUIREMENTS FOR THE DEGREE

1. MAT IN HISTORY, POLITICAL SCIENCE, INTERNATIONAL RELATIONS, SOCIAL SCIENCES

I. Education Component (15 units):

- EDUC 200 Research Design and Methodology (3)
- EDUC 235 Curriculum Development and Design (3)

- 9 additional approved units in Education

II. Subject Field Component (15 units):

(Maximum 6 units from upper-division undergraduate)

- Approved courses in subject field of interest

III. Minimum of 3.00 GPA in each component above.

IV. Satisfactory performance on a written portfolio and presentation.

2. MAT WITH A BILINGUAL (SPANISH) FOCUS

I. Education Component (15 units):

- EDUC 200 Research Design and Methodology (3)
- EDUC 242 Methods for Teachers of Students from Spanish Speaking Backgrounds (3)
- EDUC 244 Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)
- EDUC 245 Teaching English as a Second Language (3)
- EDUC 246 Comprehensive Seminar in Bilingual Education (3)

II. Subject Field Component (15 units):

(Maximum of 6 units from upper-division undergraduate):

- Approved graduate or upper-division courses in Spanish, History, Political Science, or Anthropology

III. Minimum of 3.00 GPA in each component above.

IV. Satisfactory performance on a written portfolio and presentation.

3. MAT AND SINGLE SUBJECT TEACHING CREDENTIAL (48-51 UNITS)

I. Education Courses (33-36 units):

- EDUC 230 Foundations of Multicultural Education (3)
- EDUC 231 Psychological Foundations of Education (3)
- EDUC 232S Curriculum and Methods of Teaching (3)
- EDUC 234S Methods: Teaching Reading in Secondary Schools (3)
- EDUC 332G Student Teaching for the Single Subject Credential (12)
- EDUC 200 Research Design and Methodology (3)
- EDUC 213 Computer Use in the Professions (3)
- EDUC 235 Curriculum Development and Design (3)
- EDSP 290 Exceptional Individuals (3)

II. Subject Field Component (15 units):

(Maximum of 6 units from upper-division undergraduate):

- Approved courses in subject field of interest

III. Minimum of 3.00 GPA in each component above.

IV. Satisfactory performance on a written portfolio and presentation.



CREDENTIAL PROGRAMS

The Teacher Education faculty offer two credential programs to prepare teacher candidates at the 12th grade level and below: the Multiple Subjects Credential and the Single Subject Credential. The Multiple Subjects Credential is appropriate for self-contained classrooms (e.g., in elementary schools or in continuation schools). The Single Subject Credential is appropriate for subject-matter teachers usually assigned to middle/junior high schools or senior high school positions.

NOTE: While every attempt is made to present current information in this catalog, the state legislature and the Commission on Teacher Credentialing often pass laws and regulations changing the requirements for teaching credentials. Applicants are advised, therefore, to obtain the latest information from the School of Education or the County Office of Education. Information regarding

CBEST, SSAT, PRAXIS, and CLAD/BCLAD examinations is available in the School of Education Office.

A. PRELIMINARY MULTIPLE SUBJECTS CREDENTIAL PROGRAM

This preliminary credential program, designed for those interested in teaching in elementary grades, is also the most appropriate preparatory program for those seeking a Specialist Credential in Special Education.

The academic program required of students at the undergraduate level is a diversified liberal arts/liberal studies major of at least 84 semester-units distributed over several broad academic areas: literature and language studies; mathematics; physical, life and earth science; history and social sciences; humanities; visual and performing arts; human development; and health and physical education, with a concentration of at least 12 units of upper-division preparation in one or more areas. Students who have completed such a program

elsewhere may petition to have it accepted as equivalent to USD's approved program.

In lieu of taking additional academic courses to meet the above requirements, students may take an examination to demonstrate their competence. The appropriate examination for the Multiple Subjects Credential is the Multiple Subjects Assessment for Teachers (MSAT), both the Content Knowledge and the Content Area Exercises Components. Passing scores on the MSAT are required prior to student teaching. Some applicants may be required to submit scores on these tests prior to being admitted into the credential program.

REQUIREMENTS FOR THE MULTIPLE SUBJECTS CREDENTIAL WITH A CLAD EMPHASIS

Candidates entering the Multiple Subjects Credential Program/CLAD Emphasis must see an advisor to discuss language, culture and program competencies required. In addition to meeting all of the requirements for the regular Multiple Subjects Credential, candidates wishing to complete the CLAD Emphasis must take EDUC 245 - Methods for English Language and Academic Development prior to student teaching. Candidates must also have courses in cultural anthropology, English language development, and foreign language.

REQUIREMENTS FOR THE MULTIPLE SUBJECTS CREDENTIAL WITH A BILINGUAL EMPHASIS

Candidates entering the Multiple Subjects Credential Program/Bilingual Emphasis must see a bilingual program advisor to discuss language, culture, and program competencies required. In addition to meeting all of the requirements for the regular Multiple Subjects Credential, candidates wishing to complete the Bilingual Emphasis must take EDUC 242 Methods for Teaching the Spanish Speaking Student and EDUC 245 Teaching English as a Second Language prior to student teaching. Candidates must also have courses in anthropology, Latin-American/California history, and the equivalent of the concentration in Spanish offered at USD. In addition, candidates must pass an oral proficiency examination and a Cultural Awareness Index.

ADDITIONAL REQUIREMENTS FOR ADMISSION TO CREDENTIAL PROGRAMS

(See pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 2.75 (4.00 scale)
Standardized Admission Test	• CBEST (Prior to or concurrent with application) • for Single Subject Credential - SSAT and PRAXIS in subject specialty (see below) • for Multiple Subjects Credential - PRAXIS Multiple Subjects Assessment Test (MSAT)
Coursework	• No specific coursework required
Required Licenses/Credentials	• None
Additional Requirements	• All applicants are encouraged to call the School of Education for pre-admission counseling and registration information.

By legislative mandate and Commission on Teacher Credentialing (CTC) regulation, persons seeking a teaching credential in California must pass a test of basic skills of reading, writing, and mathematics. This test, the California Basic Educational Skills Test (CBEST), must be taken for diagnostic purposes prior to formal admission to the credential program, and it must be passed before a credential can be issued. Examinations are also required for those applicants who have not completed an approved subject matter program at a California institution, or its equivalent at another institution. The exams must be passed prior to the student-teaching semester. Each exam has a written performance section as well as a multiple choice section. Some students may be required to take MSAT or SSAT and PRAXIS examinations before they can be considered for admission to the credential programs.



REQUIREMENTS FOR THE MULTIPLE SUBJECTS CREDENTIAL

I. Core Courses (27 units):

- EDUC 243 Cultural, Philosophical & Psychological Foundations of Education (3)
- EDUC 227 Methods: Social Sciences & the Arts in Elementary Schools (3)
- EDUC 228 Methods: Mathematics & Science in Elementary Schools (3)
- EDUC 229 Communication, Culture and Collaboration (3)
- EDUC 234E Methods: Reading & Language Arts in Elementary Schools (3)
- EDUC 331G Student Teaching: Multiple Subjects (12)

- must meet field placement pre-registration deadlines

II. MSAT or approved subject matter program

III. Passing score on CBEST

IV. Course or an examination on the principles of the U.S. Constitution

POL 15 or HIST 17, or equivalent

V. Fitness to Teach

Prior to receiving approval for field placement, students will be screened by designated agencies regarding their character and fitness to teach.

B. PRELIMINARY SINGLE SUBJECT CREDENTIAL PROGRAM

This preliminary credential program is designed to prepare persons to teach one or more subjects in a departmentalized situation typically found in junior high/middle schools and high schools.

Candidates for Single Subject Credentials must meet the academic requirements of the University's approved subject matter programs. In lieu of taking additional courses to make up any deficiencies in their subject matter fields, students may take the appropriate SSAT and PRAXIS examinations in the subject field. These exams must be passed prior to student teaching. Some applicants may be required to submit scores on the exams before being admitted into the Single Subject Credential Program, especially if the undergraduate major differs from the credential area.

REQUIREMENTS FOR THE SINGLE SUBJECT CREDENTIAL

I. Required coursework, to include the following (24 units):

- EDUC 230 Foundations of Multicultural Education (3)
- EDUC 231 Psychological Foundations of Education (3)
- EDUC 232S Curriculum and Methods of Teaching, Secondary (with 60 hour Practicum) (3)
- EDUC 234S Methods: Teaching Reading in Secondary Schools (with 60 hour Practicum) (3)
- EDUC 332G Student Teaching for the Single Subject Credential (12)

- must meet field placement pre-registration deadline

II. SSAT and PRAXIS EXAMS or completion of approved subject matter program

III. Passing score on CBEST

IV. Course or an examination on the principles of the U.S. Constitution

POL 15 or HIST 17, or equivalent

V. Fitness to Teach

Prior to receiving approval for field placement, students will be screened by designated agencies regarding their character and fitness to teach.

C. SINGLE SUBJECT CREDENTIAL WITH A CLAD OR BCLAD AUTHORIZATION

(submitted to the CTC for approval)

NOTE: The Teacher Education program has submitted the following program to the Commission on Teacher Credentialing to allow its Single Subject credential candidates to become authorized to deliver instruction to limited English proficient students (CLAD Authorization) or to deliver instruction in Spanish in the subject matter of the credential (BCLAD, Spanish Language Authorization). The School of Education expects that the programs described below will be approved as listed. However, the latest information about the Single Subject CLAD/BCLAD program may be obtained from the School of Education itself.

I. THE SINGLE SUBJECT CLAD CREDENTIAL signifies that a teacher has been specially trained to deliver subject matter to students whose primary language is other than English and who are in the process of learning English along with other subjects. Candidates may qualify for the CLAD authorization to their Single Subject credential by passing three examinations given periodically by the testing company authorized by the CTC to administer such examinations, and by meeting other requirements of the CTC. Information on the examinations is available in the School of Education.

Students may choose to fulfill CLAD requirements by completing the program elements listed below.

1. Two or more semesters of college level courses in a foreign language.
2. A general course in culture. Anthropology 20 or 102, Cultural Anthropology at USD, or a similar course at another institution fulfills this requirement.
3. A course in language development/linguistics. At USD English 190/290, The History and Development of the English Language, or a similar course fulfills this requirement.
4. Education 130/230 - Foundations of Multicultural Education

(Continues next page)



5. Education 145/245 - Teaching English as a Second Language
6. An extended practicum experience or student teaching in a classroom with limited English proficient students such as those classes designated as "sheltered" or "SDAIE" classes. This experience must be done under the supervision of a teacher approved by a district to deliver subject matter instruction to such pupils.
7. Completion of the remaining courses for the Single Subject credential as listed elsewhere in this section.

II. THE SINGLE SUBJECT BCLAD (SPANISH)

CREDENTIAL signifies that a teacher has been specially trained to deliver the subject matter of the credential in the Spanish language to pupils who are eligible to receive such instruction.

Candidates may qualify to receive the BCLAD authorization to their Single Subject credential by passing six examinations given periodically by the testing company authorized by the CTC to administer such examinations, and by meeting other requirements of the CTC. The first three exams are those listed for CLAD. The other three exams are tests of the candidate's knowledge of the specific culture and language development and the ability to deliver instruction in the target language.

Students may choose to fulfill the BCLAD (Spanish) requirements at USD by completing the program elements listed below.

1. Complete all program items listed above for the CLAD credential.
2. With Spanish IV as a prerequisite, take two advanced classes in Spanish. Spanish 101 - Spanish Grammar and Composition, at USD or a similar course; and Spanish 104 - Civilization of Spanish America, or Spanish 102 - Civilization of Spain, or a similar course taken elsewhere.
3. A methods course which focuses on the delivery of instruction in Spanish. EDUC 242 - Methods for Teachers of Students from Spanish Speaking Backgrounds fulfills this requirement.
4. A course in the culture of the language population. At USD the following courses will fulfill this requirement: History 183 - Mexican American History or Anthropology 122 - South American Indian Cultures, or Anthropology 110 - Ancient Mesoamerica, or Anthropology 114 - Ancient Cultures of the Andes, or a similar course.
5. Student Teaching in at least one class in which the candidate presents instruction in the subject matter in Spanish.
6. Completion of the remaining courses and practicum experiences necessary for the Single Subject credential.

NOTE: If a student chooses to take similar courses at other institutions, he/she must secure prior approval from the director of the Single Subject program to insure that the course is an approved substitute. Course descriptions, syllabi, etc. should be presented when asking for substitutions or for approval of courses taken previously.

course in Health Education covering material prescribed by the CTC; a current Cardio-pulmonary Resuscitation (CPR) certification; an approved course in special education/mainstreaming; and a course or competencies covering computer use in educational settings. These requirements can be met during the undergraduate coursework. CPR certification may be obtained from the American Red Cross. EDSP 190/290 (Exceptional Individuals) with field observations, is the approved special education course. EDUC 113/213 (3 units), Computer Use in the Professions, meets the computer requirement.

E. FIFTH-YEAR PROGRAMS

Under California law, an approved Fifth Year of Study must be completed within five years from the date of issuance of a preliminary credential in order for a person to receive a Professional Clear Teaching Credential. USD's Fifth-Year Programs have been approved by the California Commission on Teacher Credentialing. All fifth-year coursework must be taken after the baccalaureate degree has been earned. Graduate credit earned before that date through split registration is not applicable to the fifth year. A minimum of 30 semester-units in an approved program is required. Extension coursework offered by Continuing Education is not acceptable in meeting the 30 units.

Candidates who possess a preliminary credential may select their fifth year from institutionally designed programs or may, with School of Education approval, design their own non-degree program in consultation with a faculty advisor. Individually designed programs must be approved at the beginning of a candidate's program.

The University programs for the Special Education Specialist, Pupil Personnel Services, and Administrative Services Credentials are all programs which will clear the preliminary Multiple Subjects or Single Subject Credentials. The degree programs in Curriculum and Instruction and the Master of Arts in Teaching will also clear the preliminary credentials, and are very appropriate for beginning teachers. (See descriptions of these programs above.)

Because Life Credentials are no longer available in California, persons holding Professional Clear Teaching Credentials are required to obtain 150 clock-hours of additional professional growth every five years, and to teach for six months, in order to keep their credentials current. College coursework is one option for maintaining a Professional Clear Teaching Credential. School of Education advisors should be consulted to assist in the selection of appropriate USD graduate courses. See also the list of Continuing Education courses offered by the university. Many can be used to meet clear credential renewal requirements.

D. PROFESSIONAL CLEAR TEACHING CREDENTIAL

To obtain a Professional Clear Teaching Credential, students must complete an approved Fifth-Year program of study (i.e. 30 semester-units of post-baccalaureate college-level or graduate-level coursework in an approved program.) Under present regulations, the 24 units in the preliminary credential programs described above count toward the 30-unit requirement if the units are completed after the bachelor's degree has been awarded.

Additional requirements for the Professional Clear Teaching Credential include a



SPECIAL EDUCATION PROGRAMS

Qualified students may enter training in Special Education at the undergraduate, post-baccalaureate, graduate, and advanced levels. USD's programs in Special Education are authorized by the California Commission on Teacher Credentialing and prepare students to initiate, plan, and implement differential instruction of adults and children with disabilities at all levels through age 22 in public and private schools.

Students seeking Special Education credentials listed below must have earned a bachelor's degree and must either possess or be concurrently pursuing a preliminary California teaching credential. Students lacking this credential may apply for concurrent enrollment in the Preliminary Multiple Subjects Credential program.

Students must complete generic coursework (or its equivalent) and training in at least one specialization to earn the credential. Two additional courses are required for the master's degree. Requirements for each program will vary depending on the student's academic background and experience. The San Diego area offers excellent opportunities for Special Education students to observe and participate in on-going programs for individuals with disabilities. A variety of pre-school, school age and transition programs are available for fieldwork under the direction of the faculty.

AREAS FOR ADVANCED SPECIALIZATION

- A. Specialist Credential in Learning Handicapped
- B. Specialist Credential in Severely Handicapped (including Seriously Emotionally Disturbed)

Note: The requirements for Special Education should change in 1998-99 due to the new Commission on Teacher Credentialing (CTC) credential requirements. It will be necessary to consult with program advisors for the most current information.

MASTER OF EDUCATION WITH CREDENTIAL IN SPECIAL EDUCATION CREDENTIAL PROGRAMS IN SPECIAL EDUCATION

ADDITIONAL REQUIREMENTS FOR ADMISSION

(see pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 2.75 (4.00 scale) in all undergraduate coursework
Standardized Admission Test	• None
Required Coursework	• None
Required Credential	• Preliminary Multiple - or Single-Subject credential
Additional Requirements	<ul style="list-style-type: none"> • Three letters of reference attesting to both academic and personal skills, and if possible, to teaching abilities • Cover letter explaining reasons for seeking the degree and including other information which would assist the admissions committee in its decision • Information on an applicant's experience in working with children or adolescents in school or non-school settings

SPECIALIZATION IN LEARNING HANDICAPPED

DEGREE ONLY REQUIREMENTS: 30 UNITS IN SHADED AREA

CREDENTIAL ONLY REQUIREMENTS: 35 UNITS IN BOX

EDUC 200	Research Design & Methodology (3)
EDSP 296	Seminar in Special Education (3)
EDSP 190/290	Exceptional Individuals (3)
EDSP 192/292	Psychology of Individuals with Emotional Disturbance (3)
EDSP 193/293	Processes in Human Communication (3)
EDSP 285	Assessment of Exceptionality (3)
EDSP 286	Behavior Management Skills in Education (3)
EDSP 294	Curriculum Development for Individuals with Learning Handicaps (3)
EDSP 295	Instructional Strategies for Individuals with Learning Handicaps (3)
EDSP 298	Counseling & Consultation Skills for Culturally Diverse Special Ed. Settings (3)
EDSP 396A	Field Experiences with Exceptional Individuals - Generic (3)
EDSP 390 or 393	Student Teaching in Special Education (8) or Externship in Special Education (8)

Students must preregister with advisor for student teaching and field placement by April 20 for Summer and Fall and by November 15 for Spring.

Additional Courses Needed for second Specialization in Severely Handicapped (9 units):

EDSP 282	Instructional Strategies for Individuals with Severe Handicaps (3)
EDSP 297	Curriculum Development for Individuals with Severe Handicaps (3)
EDSP 396B	Practicum in an Advanced Specialization Area (3)



SPECIALIZATION IN SEVERELY HANDICAPPED**DEGREE ONLY REQUIREMENTS: 30 UNITS IN SHADED AREA****CREDENTIAL ONLY REQUIREMENTS: 35 UNITS IN BOX**

EDUC 200 Research Design & Methodology (3)

EDSP 296 Seminar in Special Education (3)

EDSP 190/290 Exceptional Individuals (3)

EDSP 192/292 Psychology of Individuals with Emotional Disturbance (3)

EDSP 193/293 Processes in Human Communication (3)

EDSP 285 Assessment of Exceptionality (3)

EDSP 282 Instructional Strategies for Individuals with Severe Handicaps (3)

EDSP 286 Behavior Management Skills in Education (3)

EDSP 297 Curriculum Development for Individuals with Severe Handicaps (3)

EDSP 298 Counseling & Consultation Skills for Culturally Diverse Special Ed. Settings (3)

EDSP 396A Field Experiences with Exceptional Individuals - Generic (3)

EDSP 390 or 393 Student Teaching in Special Education (8) or Externship in Special Education (8)

Students must preregister with advisor for student teaching and field placement by April 20 for Summer and Fall and by November 15 for Spring.

Additional Courses Needed for second Specialization in Learning Handicapped (9 units):

EDSP 294 Curriculum Development for Individuals with Learning Handicaps (3)

EDSP 295 Instructional Strategies for Individuals with Learning Handicaps (3)

EDSP 396B Practicum in an Advanced Specialization Area (3)



EDUCATIONAL LEADERSHIP PROGRAMS

The School of Education offers the following programs in leadership and administration: Doctor of Education degree in Leadership Studies as described earlier, Master of Arts in Leadership Studies, Master of Education degree in Educational Leadership, and credential programs leading to the Preliminary and Professional Administrative Services Credentials.

A. MASTER OF ARTS IN LEADERSHIP STUDIES: INDIVIDUALIZED PROGRAM

A program designed for students preparing for leadership positions in a broad variety of organizational settings: consulting firms, human resource departments, and non-profit agencies, for example. For students who are not pursuing an administrative credential for K-12 schools, the M.A. in Leadership Studies is more appropriate.

If students who have selected the thesis option have not completed the thesis by the time all required courses are finished (including EDUC 206) they must continue to register for one unit of EDUC 206 each semester until the thesis is finished.

B. MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP AND THE PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Students preparing for a leadership position in California public schools who wish to earn a graduate degree concurrently with an Administrative Services Credential need to meet the admission and program requirements for both the degree in Educational Leadership and the Credential.

Please note: The following credential requirements are subject to change. Consult program director for details.

ADDITIONAL REQUIREMENTS FOR ADMISSION TO MA PROGRAM

(see pages 11 -13 for basic admission requirements)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• July 1 (for Fall), December 1 (for Spring), April 15 (for Summer)
Minimum Grade Point Average	• 2.75 (4.00 scale) in all undergraduate coursework
Standardized Admission Test	• None
Coursework	• No specific coursework required
Required Licenses/Credentials	• None
Additional Requirements	• Interview with a member of the leadership faculty

REQUIREMENTS FOR THE MA DEGREE: INDIVIDUALIZED

I. Core curriculum (21 units):

- EDLD 250 Leadership (3)
- EDLD 255 Leadership and Ethics (3)
- EDLD 256 Organizations and Diversity (3)
- EDLD 259 Leadership and Organizational Change (3)
- EDLD 272 Leadership and Contemporary Issues (3)
- EDUC 200 Research Design and Methodology (3)
- EDLD 355 Leadership Internship: M.A. (3)

(Students with appropriate leadership experience may waive EDLD 355 requirement and substitute 3 more units of electives, with the consent of advisor.)

II. Electives (12 units): Selected from the

Schools of Education, Business, Law, Nursing, and/or the College of Arts and Sciences. An interdisciplinary program is encouraged. All electives, however, must be approved by the advisor for the master's degree.

III. Portfolio or Thesis

PORTFOLIO: Students must submit a portfolio of experiences that meets a successful review by two professors in the leadership program. Students should confer with their advisor in the first semester of their program regarding specifics of this requirement.

OR

THESIS: Students must enroll in 3 units of EDUC 206 Thesis Supervision as an elective requirement, and submit a master's thesis showing proficiency in research, independent thought and expression (also see p. 21).

C. PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (ONLY)

Students who have earned a master's degree from an approved, accredited university and wish to obtain a Preliminary Administrative Services Credential only, need to confer with their advisor regarding credential requirements.

D. PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL

Students who need to complete this credential should see the program director regarding requirements.



ADDITIONAL REQUIREMENTS FOR ADMISSION (MED & CREDENTIAL)*(see pages 11 - 13 for basic admission requirements)*

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• See p. 11
Minimum Grade Point Average	• 2.75 (4.00 scale) in all undergraduate coursework
Standardized Admission Test	• CBEST
Required Coursework	• None
Required Licenses/Credentials	• Possess a valid teaching, pupil personnel, or library credential from the State of California
Additional Requirements	• Interview with a member of the Leadership Faculty • Two of the three letters of recommendation must be from practicing administrators

REQUIREMENTS FOR THE MED DEGREE AND PRELIMINARY CREDENTIAL 1997-98**I. Credential coursework (21 units):**

- EDLD 250 Leadership (3)
 EDLD 251 Human Relations for Leaders (3)
 EDLD 252 School Law and Finance (3)
 EDLD 253 Instructional Leadership and Supervision (3)
 EDLD 254 Politics of Education (3)
 EDLD 255 Leadership and Ethics (3)
 EDLD 258 School Management (3)

II. Credential Fieldwork (6 units) (taken at two different levels):

- EDLD 350 Practicum in School Administration (3)
 EDLD 351 Practicum in School Administration (3)

III. Additional degree coursework (9 units):

- EDUC 200 Research Design and Methodology (3)
 And 2 of the following (6 Units):
 EDLD 256 Organizations and Diversity (3)

- EDLD 259 Leadership and Organizational Change (3)
 EDLD 272 Leadership and Contemporary Issues (3)

IV. Earn at least a 3.00 grade point average in each course required for the credential**V. Portfolio**

Submit a portfolio of experiences that meets a successful review by two professors in the leadership program. Students should confer with their advisor in the first semester of their program regarding this requirement.

VI. Exit Requirements

- Three years of full-time experience in teaching or in health, pupil personnel, or library work.
- Fulfill the special education competency requirements.
- Minimum of 36 graduate units for the degree.

MARRIAGE, FAMILY, AND CHILD COUNSELING PROGRAM

The Marriage, Family, and Child Counseling (MFCC) Program prepares students to become marriage and family therapists. Marriage and family therapists are trained to conceptualize mental health and behavior problems as existing within interpersonal relationships. Consequently, students are trained to treat problems within a person's current interpersonal context. In addition to training in the most prominent marriage and family therapy theories, students are exposed to the biological, intra-personal, and intra-psychic approaches to problem development and resolution. Students receive training in the assessment and treatment of the major mental disorders as well.

The MFCC Program is accredited by the Commission on Accreditation (COA) for Marriage and Family Therapy Education. The COA is the national organization recognized by the Department of Education for setting standards for marriage and family therapy education. USD's MFCC Program is one of only four degree granting programs in California accredited by the COA.

Graduates of the MFCC Program usually work in mental health agencies. However, some set up their own private practices or go on to doctoral work. The degree fulfills the educational requirements for licensure in California as a Marriage, Family, and Child Counselor.

GENERAL DEGREE REQUIREMENTS

The M.A. in MFCC is a non-thesis degree program requiring the successful completion of 48 units of graduate coursework, four continuing education courses, a written comprehensive exam, and the accumulation of a minimum of 500 client contact hours and 100 supervision hours. The majority of the students are full-time. Full time students can complete the program within two full calendar years. Part-time students must take at least six units a semester.



PRACTICUM IN MFCC

An important part of the training program is the practical experience and training students receive during the clinical practicum. The MFCC faculty work hard to maintain a variety of sites that meet the rigorous clinical hour and supervision requirements of the MFCC Program. Practicum placements are typically non-paying positions.

Practicum (MFCC 300, 301, 302) is a 12-month, three-semester sequence that is completed during the student's final year in the program. During this clinically rich experience, students will be expected to complete 500 direct client-contact hours, 50% of which need to be with couples or families. Students receive a minimum of 100 hours of supervision from MFCC faculty during this time, in addition to the supervision received from on-site supervisors. Faculty supervision is both individual and group format, with live and video-taped data being used as the primary source of session information.

PASTORAL COUNSELING SPECIALTY

MFCC students who wish to specialize in Pastoral Care and Counseling may do so by taking the additional 18 units required for the Certificate of Advanced Studies (CAS) in Pastoral Care and Counseling. Students must apply to and be accepted by both the MFCC and CAS programs. See page 38 in this bulletin for CAS admission and program requirements. For further information, contact Dr. Ellen Colangelo, PCC coordinator (Maher Hall 280).

ADDITIONAL REQUIREMENTS FOR ADMISSION

(See pages 11 - 13 for basic admissions requirements)

Entrance Semesters	• Fall and Spring
Application Deadlines	• Date of final admission interview in preceding semester - contact Graduate Admissions Office for exact dates
Minimum Grade Point Average	• 3.00 (4.00 scale) in master's coursework • 3.00 in bachelor's coursework
Standardized Admission Test	• GRE or MAT with an overall score in the 50th percentile or above • Minnesota Multiphasic Personality Inventory (MMPI)
Required Courses	• Counseling Theories (COUN 263), Theories of Personality (PCC 215), or equivalent, and • Human Development (COUN 220) or equivalent
Required Licenses/Credentials	• None
Additional Requirements	• Three letters of recommendation • Statement of purpose • An interview with the MFCC faculty

REQUIREMENTS FOR THE DEGREE

I. COURSEWORK (48 units):

MFCC 200	Research in Family Therapy (3)
MFCC 225	Family Therapy Treatment Techniques (3)
MFCC 226	Family Therapy Theories (3)
MFCC 227A	Treatment of Marital Problems I (1)
MFCC 227B	Treatment of Marital Problems II (1)
MFCC 227C	Treatment of Sexual Problems (1)
MFCC 228	Psychopathology (3)
MFCC 229	Ethical and Legal Issues in Family Therapy (2)
MFCC 231A	Gender Issues in Family Therapy (1)
MFCC 231C	Ethnicity and Family Therapy (1)
MFCC 232	Family Assessment (3)
MFCC 233	Family Studies and Human Development (3)
MFCC 234	Family Law and Family Therapy (1)
MFCC 235	Spiritual Issues in Family Therapy (1)
MFCC 236	Family and Health (1)
MFCC 237	Pharmacology (1)

MFCC 238	Family Treatment of Child Problems (2)
MFCC 270	Treatment of Drug and Alcohol Problems (2)
MFCC 300	Practicum 1 (5)
MFCC 301	Practicum 2 (5)
MFCC 302	Practicum 3 (5)

II. MFCC Continuing Education Courses (4 Ext. units):

MFCC/EDUC	574 Child Abuse Seminar (1)
MFCC/EDUC	575 Special Topics in Family Therapy (1)
MFCC/EDUC 576	Self-of-the-Therapist Seminar (1)
MFCC/EDUC 577	Professional Issues in Family Therapy (1)

III. Comprehensive Examination

IV. Clinical Contact Hours

Students must successfully complete a total of 500 clinical contact hours (minimum of 250 relational hours) and 100 hours of approved supervision while enrolled in Practicum.



COURSES AND SEMINARS

COUNSELING

COUN 220 Psychology of Human Development (3)

Students examine growth and development throughout the lifespan including physical, cognitive, social, and psychological functioning. Individual and group differences are studied. Students learn counseling strategies which enhance development at all ages and stages.

COUN 221 Introduction to Counseling: Practice (1)

Students identify career options for persons with counseling degrees, reviewing the characteristics of effective counselors and performing a self-assessment. Students develop basic skills in interviewing, consultation, and networking. Ethical standards for the profession are studied.

COUN 222 Introduction to Counseling: Techniques (1)

Students identify the basic helping skills needed by all counseling professionals. They study models for designing a counseling intervention and practice basic skills used to build the counseling relationship.

COUN 224 Introduction to Counseling: Ethics (1)

Students examine codes of ethics of the major mental health professions. Using self-assessment, review of literature, role-playing and case studies, students study ethical issues and decisions that affect the practice of counseling in educational, business and community settings.

COUN 260 Introduction to Human Resources (3)

Students examine the services of Human Resources and learn to assess needs and develop a comprehensive plan for services. Methods of evaluating services for effectiveness and for cost/benefit; identification of community resources for employee support services.

COUN 261A Consultation & Leadership in School Counseling Services (1)

Students learn the consultation models used in

school and community settings. Skills are developed in working effectively with teachers, parents, and other school staff. Leadership practices which promote teamwork and increase accountability in counseling services settings will be presented.

COUN 261B Techniques for Elementary School Counselors (1)

Students learn appropriate individual, small group and classroom techniques for working with elementary school students. Counseling issues specific for students at this stage of development will be presented. Intervention programs currently being offered in elementary settings will be reviewed and possible new programs will be designed.

COUN 261C Techniques for Secondary School Counselors (1)

Students learn appropriate techniques for working with adolescents in school settings. Unique counseling issues for middle school/junior high school students and for high school students will be presented. Intervention programs currently being offered in secondary schools will be reviewed and potential new programs will be designed.

COUN 262 Career Development Across the Lifespan (3)

Students study career development theories and examine educational, personal and occupational aspects of career development at all stages of the lifespan. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors and career development services delivery models are presented.

COUN 263 Counseling Psychology: Theory and Practice (3)

Philosophical and psychological theories of personality development and functioning are presented. For each theory presented students learn the nature of the person, personality constructs, and appropriate intervention strategies and counseling goals.

COUN 264 College Student Services (3)

Developmental needs of persons enrolled in higher education and the services and programs developed to meet these needs are presented. Students examine leadership skills utilized in student services, differences in service, and delivery of services in community college, college, and university settings.

COUN 265 Group Dynamics (3)

A lecture-laboratory practicum on (1) the psychodynamics of group process, (2) the acquisition of facilitative skills and leadership through group interaction, and (3) group counseling and consulting.

COUN 266 Assessment Techniques in Counseling (3)

Students develop skills in the development, selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral and affective modalities.

COUN 268 Organization of Pupil Personnel Services (3)

Students learn to develop comprehensive plans for guidance and counseling services in K-12 settings and to evaluate service outcomes. Students develop leadership and advocacy skills for promoting quality counseling services designed to meet student needs.

COUN 269 Multicultural Counseling Skills (3)

Students examine the beliefs, behaviors, and values of a variety of ethnic groups. Effective techniques for providing services to individuals and groups are presented. Students complete self-assessments.

COUN 270 Designing Career Development Services (3)

Students develop competence in assessing client interests and skills, designing career centers, outlining job search strategies, writing resumes, developing job banks, planning networking strategies, and designing individual and group interventions for a variety of client-presenting problems. Students review career development services currently offered in higher education, business and community settings. Recommended prerequisites: COUN 262 and 266.

COUN 271 Assessment and Intervention Planning for Professional Counselors (3)

Students develop comprehensive case studies of clients using various assessment methods and deliver case presentations. Tests and other diagnostic tools (e.g. DSM-IV) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined. Prerequisites: COUN 222, 263 and 266. Pre- or co-requisite: COUN 367.



COUN 272 College Student Development (3)

Provides an introduction to major theories and research on development of college students and addresses the relevance and use of this information for the work of student affairs professionals, counselors, administrators, and others interested in the educational development of students in college settings.

COUN 367 Practicum in Counseling Skills (3)

Course emphasis is on planning and delivering counseling interventions. Students develop skills in interviewing, rapport building, assessment, treatment planning, goal setting, and termination. Course activities include lectures, discussion, role-playing, and case studies. Prerequisite: COUN 220, 221, 222 and 263.

COUN 370 Fieldwork in School Settings (3,3)

Students obtain a fieldwork placement at a school site functioning in the role of a school counselor and under the supervision of a PPS credentialed person onsite. School sites are selected to meet the requirements for the State of California Pupil Personnel Services Credential with an Emphasis in School Counseling. Course can be taken twice to meet program or credential requirements. Prerequisite: COUN 265 and 367 or permission of advisor.

COUN 371 PPS Fieldwork in Agency Settings (3,3)

Students obtain a fieldwork placement in an agency setting working with school age children (ages 5-18) and their families under the onsite supervision of PPS credentialed counselor and other licensed professionals. Course can be taken twice to meet requirements. Prerequisite: COUN 265 and 367 or permission of advisor.

COUN 372 Fieldwork in College Student Services (3,3)

Students obtain a fieldwork placement in a community college, college or university setting under the onsite supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisite: COUN 265 and 367 or permission of advisor.

COUN 373 Fieldwork in Human Resources (3,3)

Students obtain fieldwork placements in organizational or human resource settings under the onsite supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisite: COUN 265 and 367 or permission of advisor.

COUN 374 Fieldwork in Career Development (3,3)

Students obtain fieldwork placements in educational, business, government and community settings where career development services are offered. Students do their fieldwork under the onsite supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisite: COUN 265 and 367 or permission of advisor.

COUN 375 Individualized Fieldwork Placement (3,3)

Students obtain fieldwork placements in a wide variety of settings depending upon their future goals as a counseling professional. Students do their fieldwork under the supervision of a qualified counseling professional. Course can be taken twice to meet requirements. Prerequisites: COUN 265 and 367 or permission of advisor.

LEADERSHIP STUDIES

EDLD 250 Leadership (3)

The first in a series of required courses for the MA and MEd in Leadership Studies/Educational Leadership. The subject of leadership is studied from multidisciplinary perspectives to provide students with an opportunity to discuss, critique, and analyze theories of leadership. Students develop their own philosophy of leadership.

EDLD 251 Human Relations for Leaders (3)

Emphasizes concepts and skills leaders need to relate well with other individuals and groups. Topics include conflict resolution, effective interviewing, and human resource management. Simulation, role-playing, and critical-incident analysis are included.

EDLD 252 School Law and Finance (3)

Students learn about issues concerning the authority, power, and liabilities of administrators as well as the legal status of teachers, students, and others involved in the educational program. Other legal issues before the courts are analyzed and case histories are summarized. Candidates are introduced to legal research and use of the Law Library.

EDLD 253 Instructional Leadership and Supervision (3)

Focuses on the role of school leaders in improving learning. Attention is given to school and community resources available for instructional improvement and to procedures for supervision and evaluation of curriculum and instruction.

EDLD 254 Politics of Education (3)

Sensitizes administrators to the political ramifications of their positions and the important role that politics plays in making controversial decisions in all organizations. Conceptual political frameworks help administrators to understand how politics works, and students use these frameworks to analyze case studies of policy making in organizations.

EDLD 255 Leadership and Ethics (3)

Designed to promote an understanding of the philosophical, religious, and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions, and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in US society. Also addresses non-Western views of morality.

EDLD 256 Organizations and Diversity (3)

Using a theory-practice-critique framework oriented toward ethical leadership in public, private, and non-profit contexts, students will analyze the reciprocal nature of beliefs, attitudes, values, and behavioral patterns in various microcultures with the personal, interpersonal, institutional, and societal context of organizations. Students will examine how oppression in social institutions and organizations explicitly and implicitly shapes the social and political patterns of leadership and management.

EDLD 257 Advanced School Finance (3)

The economics of school finance in the context of national and state economics, as well as legal and political aspects of school finance. Helps school administrators plan and develop school district finance programs and details the responsibilities of



school business officials. Students develop skills in building school budgets and discuss current local, state, and national issues in school finance.

EDLD 258 School Management (3)

Prepares candidates for the Preliminary Administrative Credential to plan, organize, manage, and evaluate the day-to-day operations of a school in ways that lead to a safe, productive learning environment for both students and staff. Candidates learn strategies for working with the school community, sharing decision-making, and providing for the diverse needs of students.

EDLD 259 Leadership and Organizational Change (3)

A study of how leadership and change in contemporary organizations are connected conceptually and in practice. Students will study models of organizational change, connect them to models of leadership and management, and learn collaborative skills and behaviors that will help them be change agents in their organizations and professions. Emphasizes the overarching theme of changing institutions and our society to help them be more humane and responsive to solving the difficult problems that we face.

EDLD 270 Human Services Administration (3)

Topics include employee selection, procedures and policies, salary and fringe benefit management, staff appraisal, tenure practices, and non-renewal and dismissal procedures.

EDLD 271 Collective Negotiations in Education (3)

The collective bargaining process, its conceptual and legal frameworks as practiced in the public sector in California and the nation, the political nature of bargaining, and the crucial role of the principal in administering the contract. Students practice the drawing up of a school district contract and the negotiation of skills through grievance-processing exercises.

EDLD 272 Leadership and Contemporary Issues (3)

National and global issues requiring leadership are presented as challenges to future leaders. Safeguarding oceans, reinventing transport, facing food insecurity, understanding technology, and considering the earth's capacity are issues requiring courage, commitment, and compassion on the part of leaders as well as technical knowledge and critical

thinking skills in order to transform the potential of today's world into a global community of justice and peace.

EDLD 274 Leadership Development for Women (3)

The psychological literature related to women's development of self is discussed against the background of women in history and in society as a foundation for topics related to the development of leadership for women. Special topics of concern to women as leaders will be explored.

EDLD 275 The Community College (3)

A historical review of the development of community colleges and their relationship to the higher education movement. Includes a study of the philosophy and application of the open door policy and summary of the functions of community colleges.

EDLD 276 Community College Management (3)

Designed to help prepare candidates for administrative positions in community colleges. Topics included the nature and purposes of community colleges; their assets, problems, issues, practices, and innovations; faulty relations, collective negotiations, and professional development; and possible future developments. Finances, governance, and administrator-board relations are also discussed.

EDLD 278 Higher Education Administration (3)

An introduction to middle- and upper-level management of public and private colleges and universities. Topics include the peculiar nature of academic governance, patterns of decision-making in higher education, campus planning and scheduling, leadership and shared authority, campus power and state policy-power, state policy-making, collective negotiations, and personnel administration, with some discussion of emerging forms of campus governance.

EDLD 279 Seminar in Educational Administration (1-3)

A series of seminars on problems confronting educational administrators.

EDLD 350 Practicum in School Administration (3)

Field experience required for students seeking the preliminary Administrative Services Credential.

EDLD 351 Practicum in School Administration (3)

Field experience required for students seeking the Preliminary Administrative Services Credential. The field placement must be at a different instructional level than EDLD 350.

EDLD 355/356 Leadership Internship (3-3)

Field placement for master's degree students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

EDLD 360/361

Leadership Internship Ed.D. (3-3)

Field placement for doctoral students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

EDLD 600 Leadership Theory (3)

A critical examination of numerous theories from several academic disciplines concerning leadership. The emphasis of this course is to analyze the nature of leadership as it is understood by many scholars and practitioners across disciplines and in a wide variety of organizations.

EDLD 601 Organizational Theory (3)

A critical review of classical and contemporary theories of organization, using the multiple perspectives of psychology, anthropology, sociology, and political science. Discussions of the nature of organization, analysis of organizational culture, as well as the implications for leadership of differing models of organization. Prerequisite: EDLD 600.

EDLD 602 Organizational Change (3)

An examination of several models of organizational change including rational, developmental, political, and cultural. The relationship of these models to leadership and strategies for facilitating change is also examined. Prerequisite: EDLD 600.

EDLD 603 Ethics and Leadership (3)

The values dimension of leadership behavior. Within the context of the Judeo-Christian tradition, students discuss and develop ethical standards of behavior for leaders. Case studies give students the opportunity to clarify their own ethical standards. Prerequisite: EDLD 600.



EDLD 604 Policy-Making Processes (3)

This course provides students with a basic understanding of different models of making and implementing policies in complex organizations, public and private. Case studies are used to analyze various policy-making processes. Skills used by leaders and collaborators to make policies that change their organizations are discussed. Prerequisite: EDLD 600

EDLD 605 Adult Development (3)

An examination of the conceptual frameworks that attempt to describe and explain adult development and their implications for leadership. Students refine their own evolving philosophy of leadership as they seek to understand the meaning of central concepts related to self and relationships.

EDLD 606 Leadership and the Future: A Synthesis (3)

This capstone course for the leadership core has the students synthesizing what they have learned in the six previous courses by developing conceptual frameworks of leadership that will be practiced in the 21st century. Students read widely in the futures literature about people, groups, organizations, cultures, and the global planet. Prerequisites: EDLD 600 - 605.

EDLD 607 Applied Statistics and Quantitative Research Methods (3)

Students examine a variety of quantitative research designs and select data collection and statistical analysis procedures appropriate to each design. Students interpret statistical computer output. Prerequisite: EDUC 200 or equivalent.

EDLD 608 Qualitative Research Methods (3)

The underlying philosophy of qualitative research, the type of research questions this method addresses, and an overview of the major qualitative methodologies. Assignments provide guided practice in data collection, analysis, and presentation of research, moving gradually toward more complex qualitative methodologies. Students acquire beginning skills in qualitative research and are able to critically evaluate qualitative studies in the literature.

EDLD 609 Evaluation: Theory and Practice (3)

Designed to develop an understanding of the evaluation process and skills needed by evaluators. Students review models of evaluation and examine strategies for conducting effective evaluations of organizations, programs, and personnel.

EDLD 610 Dissertation Seminar (3)

A course to assist doctoral students who are ready to write their dissertation proposals. Students must have a firm topic for their research, since they will write drafts of the three sections of their proposals, and finish the course with a proposal that is ready for review by their dissertation committees. Prerequisites: EDLD 607-609.

EDLD 611 Dissertation (1-9)

Doctoral candidates must maintain continuous enrollment until the dissertation is completed. Only the grade of Pass is awarded for this course, which is individually guided by the dissertation director and committee members.

TEACHER EDUCATION

EDUC 200 Research Design and Methodology (3)

Study of the major types of educational research, to include methods of data collection and treatment, critical analysis of reported research, and guidelines for preparation of research projects. Required in some School of Education master's degree programs.

EDUC 202 Qualitative Research Methodologies (3)

Students develop the conceptual understanding and personal skills needed for research studies in their natural settings. Ethnographic and field research techniques are studied in the context of grounded theory, phenomenological philosophy and the hermeneutic tradition, contextual inquiry, action research, negotiating entry, participant observation, interviewing recording data, generating theory, data analysis, and writing the report. Ethical considerations involved in conducting qualitative research are explored.

EDUC 203 Research Projects in Education (3)

Application of research techniques to the study of a specific problem. Prerequisite: approval of advisor.

EDUC 206 Thesis Supervision (1-6)

Students should refer to pages 21 and 58 and meet with their advisor to discuss the details of this requirement.

EDUC 211 Global and Ethical Perspectives on Teaching Diverse Learners (3)

Provides students with an opportunity to explore the ethical dimensions of classroom interactions that constitute the "classroom community." Emphasis is on the critical importance of ethical practices related to teaching a diverse student population. Global perspectives will be applied, using democratic principles. Personal moral values will be examined, ethical classroom dilemmas will be analyzed, and the impact of modeling on student behavior will be evaluated. A semester-long service learning or action research project will connect theory to practice.

EDUC 212 Measurement and Evaluation in Educational Settings (3)

Theory and techniques of measurement and appraisal and their contribution to school programs and individual assessment; principles of selection, construction and administration of standardized tests, teacher made tests, portfolios, and other types of authentic approaches to evaluation. Designed for teachers to improve their testing, evaluation, measurement, and grading knowledge and practices.

EDUC 213 Computer Use in the Professions (3)

An introduction to the use of computer technology in a variety of personal and professional applications. Topics include selection, operation, and evaluation of computer hardware and software; curriculum planning for computer literacy; computer-assisted instruction; word-processing; information-retrieval and networking; and careers in computing. Programming in BASIC, LOGO and authoring languages. Projects are related to a student's career field. Course emphasis is on micro-computer applications. This course meets the State and CTC requirement for the Clear Teaching Credential.



EDUC 214 Theories of Human Learning (3)

A study of the theories of processes, interactions, and products of human learning. Implications for education will be considered. Prerequisite: EDUC 131 or equivalent.

EDUC 215 Advanced Instructional Theories of Reading (3)

An advanced exploration of the reading process, including its cognitive and linguistic components. Application to the classroom through strategy-based methods of teaching comprehension. Students read articles, examine their own reading comprehension processes, and do theoretical and practical projects to further their understanding of comprehension processes. Prerequisite: EDUC 134/234

EDUC 216 Innovations in Reading and Writing (3)

Survey of methods and materials for use in a whole language-based reading program, including integration of reading and writing processes. Students develop curricular plans emphasizing language-based, student-centered activities that create an integrated learning environment.

EDUC 218 Teaching Writing Across the Curriculum (3)

An explanation of how the writing process approach can be implemented in every classroom across the curriculum, K-12. Topics include: journals/learning logs, clustering and mapping, the reading/writing connection, assessment of writing, and designing a writing curriculum. This course usually includes teacher presenters who will discuss and share practices for improved student writing.

EDUC 219 Literature for Children and Adolescents (3)

An introduction to the wealth of outstanding literature currently available (for K-12 pupils). Course also provides ideas for using that literature in the classroom. Includes study of multicultural literature.

EDUC 220 Theory and Practice in Early Childhood Education (3)

Analysis of current program models in early childhood education and the theoretical assumptions on which they rest. A comparative perspective on claims for "developmentally appropriate practice" is presented.

EDUC 221 History and Philosophy of Early Childhood Education (3)

Inquiry into the major personalities, foundational conceptions, and social and political movements that have developed and shaped American early childhood education. The historical role and current status of early childhood education vis-a-vis other educational movements.

EDUC 222 Curriculum and the Young Child (3) (60 hour practicum required)

Methods and materials for integrated teaching of content areas in early childhood education. Translation of early childhood curriculum goals into effective long and short range plans.

EDUC 223 Language Development and Literacy Acquisition in Early Childhood (3)

Presentation of the acquisition and development of oral and written language in children from birth through age eight, focusing on the interaction of form, content, and use. Emphasis on implications of psycho- and socio-linguistic knowledge for the development of early childhood education literacy activities.

EDUC 224 Seminar: Issues in Early Childhood Education (3)

Contemporary issues and problems in early childhood education. Issues may include the American childcare crisis, integration of handicapped children in early childhood settings, the contemporary Montessori movement, the current status of Piagetian theory, critical theory, and early childhood education, etc.

EDUC 225 Administration and Supervision of Early Childhood Programs (3)

An in-depth study of the role of the site administrator in private and/or public preschool and child care programs as licensed by the State of California. Topics include the establishment of a center, licensing and operational procedures, budget and financing, staff recruitment, supervision and training, and developing effective parent and community relations.

EDUC 227 Methods: Social Sciences and the Arts in Elementary Schools (3)

An interdisciplinary examination of effective teaching strategies for and research related to learning social sciences and visual and performing arts.

Students will review appropriate curriculum materials including the California Frameworks. A ten-week practicum is required for four hours per week. Prerequisites: Prior or concurrent enrollment in EDUC 243, and formal admission to the Multiple Subjects Credential program or consent of director.

EDUC 228 Methods: Mathematics and Science in Elementary Schools (3)

An interdisciplinary examination of effective teaching strategies for and research related to learning mathematics and science. Students will review appropriate curriculum materials including the California Frameworks. A ten-week practicum is required for four hours per week. Prerequisites: Prior or concurrent enrollment in EDUC 243, and formal admission to the Multiple Subjects Credential program or consent of director.

EDUC 229 Communication, Culture and Collaboration (3)

This course teaches the development and implementation of effective strategies for enhancing communication and collaboration with students, families, and professional colleagues. Similarities and differences of characteristics (e.g., gender, ethnicity, disability) will be examined to support effective relationships within the context of ethical practice and legal mandates. Topics include: parent conferences, small-group decision making, facilitation, and consultation.

EDUC 230 Foundations of Multicultural Education (3)

Philosophical, sociological, and historical foundations of multicultural education will be examined. Issues related to the education of diverse learners will be explored. The research on multicultural and multiethnic education will be evaluated in light of current school reform movements. Twelve one-hour observations in multicultural settings are required. Prerequisite: admission to credential program or consent of Director of Secondary Teacher Education.

EDUC 231 Psychological Foundations of Education (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes 12 one-hour observations of children and



adolescents in suburban and inner-city school settings. Prerequisite: admission to credential program or consent of a Director in Teacher Education.

EDUC 232S Curriculum and Methods of Teaching in Secondary Schools (3)

A general curriculum and methods course emphasizing teaching techniques, writing of objectives, lesson planning, evaluation, and approaches to classroom management. A ten-week practicum of six hours per week is required. Grade level, subject, and site are appropriate to the student's credential program. Prerequisites: prior or concurrent enrollment in EDUC 230 and 231, and admission to the credential program or consent of a Director in Teacher Education.

EDUC 233 Seminar in Educational Philosophy and Values (3)

A study of the personalities and forces from ancient times to the present which have contributed to and influenced the philosophy and value systems of American public and private schools today.

EDUC 234E Methods: Reading and Language Arts in Elementary Schools (3)

This course assists in the development of a personal theory of the reading process and a repertoire of strategies consistent with that theory. Students explore relationships between reading, writing and the language arts. The course stresses the use of children's literature to promote reading and ways to create environments that support literacy development. Appropriate California Frameworks will be reviewed. A ten-week practicum is required for five hours per week. Students should take this course during the semester before student teaching. This course meets CTC requirements for all basic teaching credentials.

EDUC 234S Methods of Teaching Reading in Secondary Schools (3)

Techniques in the teaching of reading, including phonics, are studied and applied to secondary classrooms. A 10-week practicum is required six hours per week. Grade level and site are appropriate to the student's credential and must involve the teaching of reading and/or other language arts and communication skills. Prerequisites: Prior or concurrent enrollment in EDUC 230 and 231, and formal admission to credential program or consent of director. Course meets CTC reading requirement for all basic teaching credentials.

EDUC 235 Curriculum Development and Design (3)

An examination of how a curriculum comes into being: traditional and typical programs, trends in curriculum revision, and relationship to other aspects of educational planning. Emphasis may be on elementary or secondary school curriculum according to the student's need and interest.

EDUC 236 Curricular Innovations (3)

A course focusing on teacher initiated curricular changes with emphasis on independent study techniques, the nature of creativity, and methods of program design. For students with a curriculum development program as a major part of their coursework.

EDUC 237 Evaluation of Curricular Systems (3)

A study of the essential components of curricular evaluation designs and the role of the teacher and administrator in evaluating curricular systems. Issues related to curricular aims, content, designs, and evaluation are examined with the assistance of curriculum theory. Students design an evaluation model as one of the course requirements.

EDUC 238 Instructional Theories and Practices (3)

A study of contemporary instructional theory, with particular emphasis on the structure of knowledge, critical thinking, instructional models within various disciplines, and research related to various instructional strategies.

EDUC 239 Advanced Studies in Instructional Methods (1-3)

An advanced course in instructional procedures and the use of materials in specific areas: A-Art; B-Music; C-Mathematics; D-Science; E-English; F-Foreign Language; G-Social Science; W-Writing.

EDUC 240 Seminar (1-3)

A professional course consisting of reports and discussions of contemporary educational issues, problems, and practice. Topics vary from semester to semester. The specific subjects are announced in the Class Schedule.

EDUC 241 Multicultural and Multiethnic Education (3)

A study of factors affecting the learning of students from diverse cultural backgrounds. Development of background, procedures, and techniques for educa-

tors. A study of human interactions as they affect schools and schooling. Community service learning and/or classroom observations are required.

EDUC 242 Methods for the Implementation of Bilingual Education in Spanish (3)

Designed to provide a framework and strategies to develop biliterate/bicultural programs. It examines the theory and practice of socio-cultural and psychological aspects involved in the education of children from Spanish-speaking backgrounds. Among the topics covered are history, politics, and legal issues, bilingual program models in the US, Latinos in the US, parent involvement, and the development of biliteracy. Includes 12 hours of field experience in bilingual classrooms. Taught entirely in Spanish. Offered only in the Fall Semester. (Required for Multiple Subjects/BCLAD Credentials.)

EDUC 243 Cultural, Philosophical, and Psychological Foundations of Education (3)

Addresses the characteristics of effective learning and teaching and the philosophical and cultural foundations of education.

EDUC 244 Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)

A course in bilingual/cross-cultural methods utilizing Spanish and English languages and linguistics to prepare bilingual elementary and secondary school teachers. Emphasis is on reading and mathematics in the school curriculum.

EDUC 245 Methods for English Language and Academic Development (3)

Explores different theories of second language acquisition and strategies for the development of language and academic development in English. Includes the development of socio-cultural skills to work with linguistically diverse learners and their families, literacy assessment for English language learners (ELL), strategies for literacy development in a second language, and for Specially Designed Academic Instruction in English, including the adaptation of curriculum and instruction and development of lesson plans for ELL. A field practicum of 12 hours is required. (Required for CLAD Credentials.)



EDUC 246 Comprehensive Seminar in Bilingual Education (3)

Designed to be taken in the final semester of the Bilingual/Cross-Cultural program for the purpose of developing appropriate individual bilingual projects, specifically utilizing language, history, anthropology, and sociology in curriculum for classrooms K-12. Includes field practicum in bilingual classrooms.

EDUC 247 Seminar in Curriculum Theory and Research (3)

An examination of past and present curricular theories, especially the research of noted curriculum specialists. Research theory will be viewed in relationship to present and future curriculum leadership roles of the students in the seminar.

EDUC 248 Seminar in Curriculum and Instruction Issues and Practices (3)

An exploration of current issues and practices in curriculum development and instructional models, focusing on the role of the educational leader as the key change agent in curriculum and instruction.

EDUC 331G Student Teaching: Multiple Subjects (12)

Supervised teaching assignments in selected classrooms of participating school districts. Assignments are full-day for one university semester. Bilingual Emphasis students complete two, 10-week assignments. Prerequisites: admission to the program, completion of EDUC 227, 228, 234E, and 243, and consent of the Program Coordinator. (Candidates must file a student teaching request form with the School of Education by October 15th for Spring Semester and by Spring Break for Summer or Fall placements. Fieldwork fee: \$120).

EDUC 332G Student Teaching: Single Subject (12)

Supervised teaching assignments in selected classrooms of participating school districts. Assignments are full-day for one school district semester. Prerequisites: admission to the Program, completion of EDUC 230, 231, 232, and 234 and consent of Program Director. (Candidates must file a student teaching request form with the School of Education by October 15th for Spring semester and by Spring Break for Summer or Fall placements. Fieldwork fee: \$120).

EDUC 333 Assessment of Instructional Competencies (8)

Designed for the full-time non-credentialed teacher. Individual arrangements are made with the Program Director. Prerequisites: admission to the program and completion of all professional preparation courses except student teaching.

EDUC 343 Assessment of Bilingual Cross-Cultural Competencies (8)

An inservice assessment of the bilingual/cross-cultural competencies usually acquired and/or demonstrated in coursework and student teaching in the bilingual/cross-cultural credential program; deficiencies are identified and remediation prescribed. Prerequisite: permission of the Program Advisor and the Program Coordinator.

EDUC 397 Field Experience in Early Childhood Education (3)

Designed to provide opportunities for supervised experience working with pre-school children in the USD Manchester Family Child Development Center. A minimum of 120 hours are required.

SPECIAL EDUCATION**EDSP 282 Instructional Strategies for Individuals with Severe Handicaps (3) (Spring)**

Implications and methods of teaching individuals who are moderately, severely, or profoundly mentally retarded or severely multihandicapped. Includes information on the role of parents, paraprofessionals, physical therapists, speech therapists, and other educational support personnel.

EDSP 285 Assessment of Exceptionality (3) (Fall)

Procedures and strategies to assess the academic, social, behavioral, environmental, transitional, and vocational strengths and needs of students with special needs. Assessment tools for learning handicapped, severely handicapped, physically handicapped and the health impaired, seriously emotionally disturbed, autistic, and gifted students examined from the point of view of teachers as consumers of assessment instruments and related reporting of test outcomes. Instruments will include standardized formal tests, commercial and teacher-made informal instruments, and ecological inventories used to observe, refer, evaluate, and plan for students with special

needs. Projects and specific assessments will be tailored to meet the student's certification goals. Requires twenty hours of contact with students outside of class time.

EDSP 286 Behavior Management Skills in Education (3) (Fall)

Study of theory, ethics, research, and practices of positive behavior change strategies for individuals who exhibit challenging behaviors. Basic tenets of applied behavioral analysis will be discussed and expanded to achieve an educative approach to behavior change. Specifics will include functional analysis, positive practice alternative strategies, and the development and implementation of a behavioral support plan. This course includes a minimum of twenty hours of direct contact outside of class time with a person who exhibits challenging behavior. Prerequisite: EDSP 190/290.

EDSP 290 Exceptional Individuals (3) (Every Semester)

Overview of the characteristics and service delivery needs of individuals with special needs from birth through adulthood. The legally mandated categorical exceptionalities and gifted individuals will be discussed in terms of individual, family, education, and ancillary service delivery issues. The primary focus of this course is on how educational, behavioral, social, ecological, transitional, and vocational needs of these students can be addressed in appropriate full-inclusion mainstreamed, education service delivery classes and non-traditional school settings. This course fulfills the California requirements for special education competencies for the Clear Multiple Subjects, Single Subject, Pupil Personnel Services, or Administrative Services credential.

EDSP 292 Psychology of Individuals with Emotional Disturbance (3) (Spring)

Overview of the developmental factors and learning characteristics most commonly exhibited by emotionally disturbed and socially maladjusted and autistic students. Introduction to counseling, psychotherapy, classroom management, behavior charting techniques, and teaching strategies related to the affective, academic, vocational and transitioning needs of emotionally disturbed students in learning handicapped and severely handicapped class settings. Prerequisite: EDUC 231 or equivalent; or permission of the instructor.



EDSP 293 Processes in Human Communication (3) (Spring)

A survey of the normal and abnormal development of communication skills (hearing, speech, and language). The normal stages of language development from birth through adulthood serve as a framework for discussion of language and communication delays, disorders, differences, and loss. English as a second language, language differences, language handicapped, special education categories, and development lags are highlighted, as well as identification and planning of language skills which lead to adult literacy in the area of oral expressive language.

EDSP 294 Curriculum Development for Individuals with Learning Handicaps (3) (Spring)

Curriculum modification and academic skill development. Review of strategies and techniques for learning handicapped students in preschool to postsecondary day classes, resource settings, and mainstreamed environments. Building upon a theoretical framework developed in earlier core learning handicapped courses, this course will stress development and implementation of Individual Educational Plans (IEPs). Students develop, evaluate, critique, and present in class illustrations of academic, social skill, prevocational, vocational, and classroom management strategies for the learning handicapped. Teaching resources reviewed will include: teacher-made materials, traditional commercially prepared printed material, research based strategies and methods, audio-visual aids, and microcomputer teaching aids. Includes strategies to teach content and life skills to students, and to prepare teacher-trainees to work in the evolving learning handicapped setting within the state of California. Students are required to complete twenty hours of direct contact with students with learning handicaps outside of class time.

EDSP 295 Instructional Strategies for Individuals with Learning Handicaps (3) (Fall)

The theoretical foundations course setting the framework to support the learning handicapped assessment and curriculum courses. The course provides an overview of the characteristics of specific mentally retarded, learning disabled, physically handicapped, and other health impaired conditions as they relate to mastery learning, social and behavior skill development, and coping with the transitional needs occurring throughout the life of individuals with mild to

moderate handicaps. Rationale, procedures, and methods used in the identification, evaluation, and placement of students with learning handicaps within culturally diverse settings will be discussed. Methods and materials used to develop individual education plans (IEPs) will be reviewed. This course includes twenty contact hours with a student with a learning handicap outside of class time.

EDSP 296 Seminar in Special Education (3) (Spring)

Advanced seminar on current research, issues, and best practices in the field of special education. Students participate in projects relevant to their specialization area. Course may be repeated. Prerequisite: consent of advisor.

EDSP 297 Curriculum Development for Students with Severe Handicaps (3) (Fall)

The design of comprehensive educational curricula for persons with severe disabilities including: multiple disabilities, severe/profound mental retardation, serious emotional disorders, and autism. Includes strategies for individualized program planning, classroom scheduling, documentation and verification of student performance, the application of varied instructional arrangements, and the selection, design and application of appropriate curricular resources and instructional materials. Focus on functional skills development in domestic, community, vocational, and recreational domains. Course requires twenty hours of contact with persons with severe handicaps outside of class time.

EDSP 298 Counseling and Consultation Skills for Culturally Diverse Special Education Settings (3) (Spring)

Developmental, socio/emotional, transitional, and vocational counseling principles and practices for individuals with disabilities and their families. Emphasis is on understanding, respecting, and supporting cultural diversity with regard to families and individuals. Collaborative and consultative skills necessary for effective interaction with general educators, support personnel, families or careproviders, and individuals with disabilities in school, community, and family contexts will be a major focus of this course.

EDSP 390 Student Teaching in Special Education (8) (Every semester, summer by special petition)

Supervised student teaching of exceptional individuals in a credential advisor and program director approved setting. (Minimum of 350 clock-hours.) Prerequisites: admission to the program, consent of credential advisor, and completion of multiple subjects and specialization courses. This course may not be retaken without consent of the program director. Required fee \$120.00.

EDSP 393 Externship in Special Education (8) (Every semester)

Intensive supervision of instructional competencies demonstrated by a full-time non-credentialed special educator. Requirements are individualized to measure and enhance the teaching competencies of the non-credentialed teacher. During the externship, the student must demonstrate all of the competencies required in EDSP 390.

Prerequisites: completion of or enrollment in all generic and advanced specialization courses, a letter verifying year long employment in an approved special education classroom and approval of faculty advisor and program director. The course may entail two semesters of supervision (student actually registers in the second semester, but planning begins in the first semester.) This course may not be retaken without consent of the program director.

EDSP 396A Field Experiences with Exceptional Individuals- Generic (3) (Every Semester)

The field experience course is designed to provide students with a diversified variety of hands-on experiences with exceptional individuals. Students enrolled in the generic field course will have an opportunity to observe and interact (in actual field placements) with individuals who are severely handicapped, learning handicapped, seriously emotionally disturbed, and/or other classifications as deemed appropriate by the credential advisor and the course supervisor. Requires a minimum of 120 contact-hours with individuals with disabilities. This course may not be retaken without consent of the program director.

EDSP 396B Practicum in an Advanced Specialization Area (3) (Every Semester)

Advanced supervised practicum in one of the following specialization areas: severely handicapped, learning



handicapped, or seriously emotionally disturbed. Students obtaining second credentials, additional authorizations, or students whose specialization advisor or program director deem it necessary to further develop their competency must take this practicum. This course may be repeated in different settings with the consent of the program director.

MARRIAGE, FAMILY, CHILD COUNSELING

MFCC 200 Research in Family Therapy (3)

Introduction to research concepts, methodologies, designs, and statistics common to family therapy research. Findings from the family therapy research literature are examined.

MFCC 225 Family Therapy Treatment Techniques (3)

The study and application of various techniques common to the practice of family therapy. Role plays and other experiential activities are used to provide an opportunity to experiment with and critically evaluate the application of interventions to problems within both interpersonal and intrapersonal contexts. Pre/corequisite: MFCC 226 is a pre-requisite.

MFCC 226 Family Therapy Theories (3)

Students are exposed to the fundamental assumptions and ideas of systems theory and the basic premises of the various theoretical orientations within the family therapy field. This course provides students with the theoretical foundation they will need for work as a family therapist.

MFCC 227A Treatment of Marital Problems I (1)

The study and application of behavioral methods and strategies used in the assessment and treatment of couple relationships.

MFCC 227B Treatment of Marital Problems II (1)

The study and application of non-behavioral methods and strategies used in the assessment and treatment of couple relationships.

MFCC 227C Treatment of Sexual Problems (1)

Examination of the literature and theories pertaining to the assessment and treatment of sexual dysfunction. Treatment techniques for addressing sexual dysfunctions and related problems are presented.

MFCC 228 Psychopathology (3)

An examination of the developmental factors that lead to the emergence and maintenance of various psychological and interpersonal disorders. Emphasis is on developing skills in recognizing inappropriate and maladaptive behaviors and in selecting appropriate techniques for counseling and referral. The course focuses on integrating psychopathology and family diagnosis.

MFCC 229 Ethical and Legal Issues in Family Therapy (2)

An examination of the most important areas of legal and ethical concerns to marriage, family, and child counselors and other mental health practitioners in California. Among the topics covered are: confidentiality, psychotherapist-patient privilege, child, elder, and dependent adult abuse, reporting laws, treating dangerous patients, treating minors with and without parental consent, dual relationship issues, selected areas of family law, licensing law and regulations, scope of practice issues, and ethical standards of the MFCC profession.

MFCC 231A Gender Issues in Family Therapy (1)

Gender issues and their impact on societal norms and values, the development of problems, and the process of therapeutic intervention are examined.

MFCC 231C Ethnicity and Family Therapy (1)

Issues related to various ethnic and cultural backgrounds are examined, including the influence of minority characteristics, racism, and discrimination in the therapeutic process. Emphasis is placed on the interplay between social issues and the therapeutic process.

MFCC 232 Family Assessment (3)

An introduction to assessment methods and instruments that are clinically useful to marriage and family therapists. Students administer instruments and practice basic assessment skills during the course. Prerequisite: a familiarity with research methods.

MFCC 233 Family Studies and Human Development (3)

This survey course uses a systemic framework to guide class discussion. Topics include: family stress theory, family violence, mate selection, family types, family interaction research, life-span development, family development, and developmental psy-

chopathology. Prerequisite: an undergraduate course in development or similar background.

MFCC 234 Family Law and Family Therapy (1)

A family therapist and a lawyer proficient in family law and mediation team up to provide students with an introduction to the practice of family mediation. Emphasis is on providing students with a knowledge base of divorce and mediation skills.

MFCC 235 Spiritual Issues in Family Therapy (1)

Spiritual issues and their impact on the treatment of marriage, family, and child problems are examined. The importance of individual and family spiritual development in its various forms is emphasized.

MFCC 236 Family and Health (1)

An introduction to the practice of family therapy within a medical setting. Physician-therapist relationship issues are addressed as are special considerations for working within a managed care organization. Other topics covered include: wellness and chronic illness, patient compliance, and family beliefs about illness.

MFCC 237 Pharmacology (1)

An introduction to medication and its use in treating mental disorders. Students learn how medications function in managing mental disorders and the positive and negative effects of these medications on human functioning. A psychoeducational perspective is used to integrate the family systems perspective with biological considerations. Prerequisite: MFCC 228.

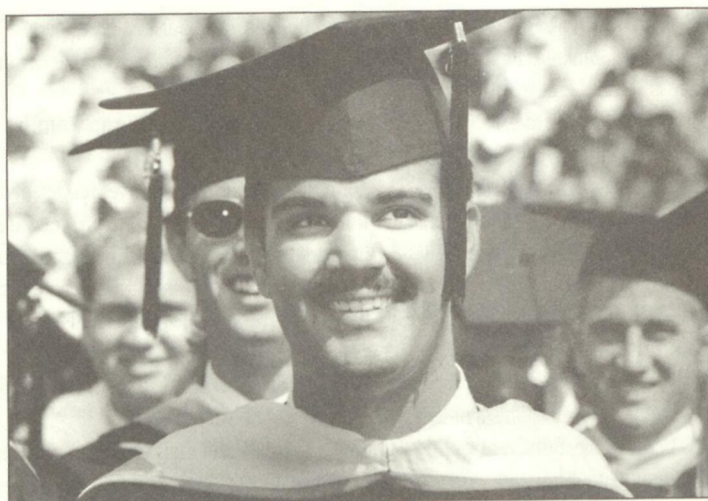
MFCC 238 Family Treatment of Child Problems (2)

The study of the major methods used to treat child and adolescent problems from an integrated systemic-developmental perspective. The treatment of both normative and non-normative developmental problems in children and adolescents is emphasized.

MFCC 270 Treatment of Drug and Alcohol Problems (2)

A critical evaluation of the complex and sometimes contradictory information available in drug and alcohol abuse treatment. A biopsychosocial model of organization is presented along with both individual and family assessment, diagnosis, and treatment techniques.





MFCC 300 Practicum in MFCC 1 (5)

Issues relevant to the beginning clinician are addressed including refinement of interviewing skills and the application of treatments to specific problems. Classroom seminars, fieldwork, report-writing, and weekly videotaping of clinical work are required.

MFCC 301 Practicum in MFCC 2 (5)

Issues relevant to the treatment process are covered including client-therapist match, resistance and change, assessment, treatment planning, and the self-of-the-therapist. Classroom seminars, fieldwork, report-writing, and weekly videotaping of clinical work are required.

MFCC 302 Practicum in MFCC 3 (5)

Issues relevant to the involvement of schools, protective services, and other groups and agencies during the treatment process are covered. Classroom seminars, fieldwork, report-writing, and weekly videotaping of clinical work are required.

In addition to the 48 units of courses, four one-unit extension seminars in Continuing Education are required for the MFCC program (see below).

EDUC X-574 Child Abuse Seminar (1 EU)

This intensive seminar teaches students the physical and behavioral indicators of child abuse in its various forms. Legal and ethical standards for reporting child abuse are reviewed. Assessment and treatment modalities for both short- and long-term consequences of abuse are surveyed. This course fulfills

the State of California's MFCC licensing requirement. (Offered in January through Continuing Education)

EDUC X-575 Special Topics in Family Therapy (1 EU)

The content of this seminar will rotate from year to year depending on student interest and the availability of respected presenters in the greater San Diego area. (Offered in January through Continuing Education)

EDUC X-576 Self of the Therapist Seminar (1 EU)

This "experiential learning" seminar focuses on the student's own family experiences and the impact of these experiences on the student's work as a clinician. (Offered in January through Continuing Education)

EDUC X-577 Professional Issues in Family Therapy (1 EU)

This seminar addresses contemporary issues that affect the profession of marriage, family, and child counseling as well as issues that affect the professional lives of family therapy clinicians. Topics such as making and responding to referrals, interacting with other mental health professions, working in a managed care environment, resume writing, and job hunting skills are addressed. (Offered in January through Continuing Education)

EXTENSION COURSES: PROFESSIONAL DEVELOPMENT PROGRAMS FOR EDUCATORS

Courses listed in the EDUC X-500 series are graduate-level extension lecture classes and workshops, approved by the School of Education, for semester units of graduate-level extension credit. Teachers are required to participate in 150 hours of continuing education activities within a five-year period in order to maintain a valid, clear credential (S.B. 813). USD extension credit satisfies this requirement for teachers who received credentials after August 31, 1985. Credit may also be used for professional growth and salary advancement. Teachers are advised to contact their professional growth advisor for more information about this requirement and USD credit acceptability. These professional level courses are not specifically designed for degree and credential purposes.

Information regarding tuition and fees for extension courses is available from the Office of Continuing Education, (619) 260-4585.

The Certificated Salary Evaluation Committee of the San Diego City Schools has granted blanket approval for all teachers enrolling in the following courses. Inquiries should be directed to the Office of Continuing Education (619)260-4585 or (800) 248-4973.

EDUC

- X500-539 Teaching Methods/Strategies
- X540-549 Language Arts/Literature
- X560-569 Science/Environment
- X570-579 Fine Arts
- X580-589 Mathematics/Computers
- X590-599 Vocational Studies



PHILIP Y. HAHN SCHOOL OF NURSING

The Philip Y. Hahn School of Nursing offers graduate programs leading to the Doctor of Nursing Science degree, D.N.Sc., and to the Master of Science in Nursing degree, M.S.N. (Adult Nurse Practitioner, Family Health Nurse Practitioner, School Health Nurse Practitioner, Case Management for Vulnerable Populations, and Health Care Systems). An accelerated R.N. to M.S.N. program is offered for the associate degree or diploma prepared nurse who wants to pursue the M.S.N. degree. The School of Nursing also offers a joint-degree program (M.B.A./M.S.N.) in conjunction with the School of Business Administration. Non-degree programs include the School Nurse Health Services Credential and Post-M.S.N. Family and Adult Nurse Practitioner Certificates.

The baccalaureate and master's programs offered by the Philip Y. Hahn School of Nursing are accredited by the National League for Nursing.

FACULTY

- JANET A. RODGERS**, Dean and Professor, PhD, RN, FAAN, New York University
- MARY JO CLARK**, Associate Dean and Associate Professor, PhD, RN, University of Texas, Austin
- PATRICIA M. GARVER**, Assistant Professor, DNSc, RN, CS, Catholic University of America
- JANE GEORGES**, Assistant Professor, PhD, RN, University of Washington
- JANET HARRISON**, Professor, EdD, RN, University of Southern California
- DIANE HATTON**, Associate Professor, DNSc, RN, University of California, San Francisco
- MARY ANN HAUTMAN**, Professor, PhD, RN, University of Texas, Austin
- KATHY JAMES**, Assistant Professor, DNSc, RN, University of San Diego
- L. COLETTE JONES**, Professor, PhD, RN, FAAN, University of Maryland
- GWEN G. MORSE**, Assistant Professor, PhD, RN, University of Arizona, Tucson
- PATRICIA A. QUINN**, Instructor, BSN, MSN, University of California, San Francisco
- LOUISE RAUCKHORST**, Associate Professor, EdD, RN, FAAN, Columbia University
- PATRICIA ROTH**, Professor, EdD, RN, University of Southern California
- MARY ANN THURKETTLE**, Associate Professor, PhD, RN, Case Western Reserve University

FACULTY PHILOSOPHY

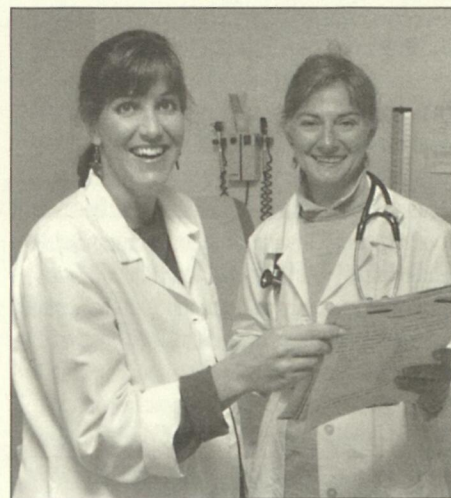
The faculty of the School of Nursing view individuals as unique holistic beings in dynamic interaction with an ever-changing environment. Each person is cognitive in nature and has the potential for self-direction and self-actualization. The faculty believe clients have the right to actively engage in decisions relative to their health and health care. An individual's potential is achieved through interaction with larger systems such as the family, community, and society.

Health is a dynamic life process which is achieved through harmonic interaction with the environment and is expressed in unique human patterns. The faculty believe the health care needs of clients are best served by a delivery system that is innovative and responsive to the needs of all people.

Nursing is a scientific discipline which engages in scholarly inquiry to expand its body of knowledge and a practice discipline committed to excellence in nursing care throughout the life span. Nursing care is the translation of intellectual effort into humanistic interventions which respect the dignity and worth of each person. The fundamental purpose of nursing practice is to provide an essential service to people relative to the promotion, maintenance, and restoration of health. Implicit in nursing practice is the accountability to individuals, families, and communities for assessing, planning, providing, and evaluating nursing care.

The faculty believe that learning is a continuing process that involves a change in knowledge, attitudes, and behaviors. Consistent with this belief, the faculty provide learning experiences that foster critical thinking and believe that students are accountable for the learning process as they advance in the community of nursing scholars.

The faculty of the School of Nursing exemplify, through clinical practice, research, and teaching, the personal and professional characteristics they seek to develop in their students. They serve as role models in clinical practice, contributors to nursing's expanding body of knowledge, and catalysts for continued student learning.



FINANCIAL AID PROGRAMS FOR NURSING STUDENTS

1. Manchester Awards.

The Manchester Endowment Fund, established through the generosity of Douglas F. and Betsy Manchester and others, provides a source of financial aid to nursing students. Both merit scholarships and need-based grants are awarded.

2. Professional Nurse Traineeships and Graduate Fellowships.

A limited number of traineeships and fellowships are available to qualified applicants in the M.S.N. or D.N.Sc. program.

3. Other Federal Programs.

A limited amount of federal funding has been available for Disadvantaged Health Professional Students. In addition, the School of Nursing has been the recipient of Patricia Roberts Harris Fellowships which provide tuition assistance and a living stipend to a limited number of Master's and doctoral minority students with established need.



4. Private Scholarships.

Scholarships available through the School of Nursing are based on merit and need. These scholarships include the Alvarado Foundation and Ethel M. Horsch Scholarships, Irene Sabelberg Palmer Scholarships, the Stollard Scholarships, and the Julie Wilkerson Memorial Scholarship.

5. Private Loan Funds.

Loan funds provide additional assistance to USD graduate degree students whose financial need cannot be met by funds available under existing federal, state, and institutional aid programs, either because of limitations or because of the restrictions that govern those programs. These loans include the Marion Hubbard Loan Fund and the Kathryn Desmond Loan Fund, both low interest loans, and the School of Nursing Loan Fund.

DOCTOR OF NURSING SCIENCE DEGREE

The Doctor of Nursing Science is designed to prepare nurse scholars who will advance the knowledge of the discipline through the extension of the theoretical base of nursing, the generation of new knowledge, and the application of knowledge to professional practice. The program provides learning opportunities that emphasize theory development, research, and leadership ability in response to social, political, and ethical issues affecting health care. The program builds on specialized knowledge and expertise acquired at the master's level in nursing.

CHARACTERISTICS OF THE GRADUATE

Upon completion of the Doctor of Nursing Science program, the graduate will be able to:

1. Design and conduct research for the advancement of nursing knowledge and practice.
2. Collaborate with other scientists in the development of multidisciplinary approaches to health care problems.
3. Develop innovative leadership strategies to influence outcomes of political, ethical and social issues impacting health care.
4. Utilize scientific findings to improve the quality of nursing and health care delivery.

ADDITIONAL REQUIREMENTS FOR ADMISSION

(see pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• Feb. 15 for Summer or Fall; Sept. 15 for Spring
Minimum Grade Point Average	• 3.50 (4.00 scale) in MSN program
Standardized Admission Tests	• Miller Analogies Test or Graduate Record Examination (taken within the last 5 years)
Coursework	• Master's in Nursing from NLN-accredited program*
Required Licenses/Credentials	• Current California Registered Nurse license • Current professional liability and malpractice insurance
Additional Requirements	• Minimum of one year post-baccalaureate clinical nursing experience • One letter of reference from a university instructor • Two letters of reference from employers or colleagues • Example of scholarly writing (e.g. thesis, article, paper) • Personal statement of career goals • Interview for applicants who meet preliminary selection criteria • Preference will be given to those who show capacity for creative thinking, critical inquiry, scholarship, and leadership • Evidence of required immunizations & screening tests • Evidence of BLS certification • Basic computer skills

**Applicants without an MSN must have a BSN from an approved NLN accredited program and a Master's in a related field. In addition, they must take NURS 202, NURS 249, and an accepted Master's level research course prior to enrolling in DNSc courses.*

GENERAL REGULATIONS

1. RESIDENCY REQUIREMENT

Students must fulfill this requirement by enrolling in:

1. 12 units of on-campus doctoral coursework during a 12-month period, OR
2. 6 units of on-campus doctoral coursework during each of two consecutive Summer Sessions.

2. QUALIFYING EXAMINATION

The Qualifying Examination must be taken upon completion of 18 units of coursework leading to the doctorate. See the Doctor of Nursing Science Handbook for further rules and regulations regarding the Qualifying Examination.

3. TRANSFER OF CREDIT

(also see *Transfer of Graduate Credit*, p. 19)

Students may transfer up to 12 units of post-

master's work with approval. Extension credit is not transferable. Transfer petitions should not be filed until after the student has passed the qualifying exam and been admitted to candidacy.

4. ADMISSION TO CANDIDACY

Admission to candidacy (not equivalent to admission to the program) is achieved when the student has successfully completed the qualifying examination.

5. TIME LIMIT

Candidates are allowed a maximum of five years between their admission to candidacy and completion of their dissertation.

6. PROFESSIONAL LIABILITY AND MALPRACTICE INSURANCE

All students must maintain professional liability and malpractice insurance.



REQUIREMENTS FOR THE DEGREE OF DOCTOR OF NURSING SCIENCE

PROGRAM OF STUDY

The program of study includes a minimum of 54 units of post-master's coursework, a qualifying examination, and a dissertation. A minimum GPA of 3.00 in degree courses is required.

I. Core Component (18 units):

Designed to develop analytical abilities and provide the knowledge base and skills requisite to the development of the Nurse scholar.

- NURS 601 Logics of Inquiry (3)
- NURS 602 Theory Development in Nursing (3)
- NURS 607 Applied Statistics and Quantitative Research Methods (3)
- NURS 641 Social, Historical, and Philosophical Bases of Nursing (3)
- NURS 670 Quantitative Designs in Research (3)
- NURS 673 Ethnographic and Field Research Design (3)

II. Cognate Component (15 units):

Five graduate courses selected by the student and advisor, related to the student's specific research. They should provide focused theoretical and experiential learning through an individualized plan incorporating nursing and non-nursing courses. Six to nine units should be in non-nursing fields.

COGNATE	EMPHASIS
Health Delivery	Organization and development of knowledge required for executive leadership in nursing service.
Knowledge Transmission	Scholarly inquiry in the administration, development, and implementation of nursing education programs.
Client Care	Concentration on the individual or family as the client, and the development of knowledge relevant for theory-based nursing.

III. Electives (9 units):

Student may select nine units of graduate study in any area.

IV. Dissertation Component (12 units, minimum):

This scholarly activity, involving an original contribution to nursing and health care, represents a high level of analytical and research competence (also see page 22). The presentation of the proposal and dissertation findings are required. After the completion of 9 units of Dissertation, candidates must continue to register for one unit each semester to maintain candidacy until the dissertation is finished. See the Doctor of Nursing Science Handbook for guidelines on producing the dissertation.

- NURS 664 Dissertation Seminar (3)
- NURS 665 Dissertation (9)

THE MASTER OF SCIENCE IN NURSING AND THE HEALTH SERVICES CREDENTIAL

CHARACTERISTICS OF THE GRADUATE:

Upon completion of this program, the graduate will have the ability to:

1. Ground advanced practice on nursing's theoretical foundations and research.
2. Synthesize knowledge from related disciplines for application in a specialized area of advanced nursing practice.
3. Provide leadership in integrating research into practice.
4. Participate in the conduct of nursing and interdisciplinary health care research.
5. Provide innovative care that promotes health and quality of life for culturally diverse individuals, families, and communities.
6. Adapt advanced practice roles effectively within rapidly changing health care systems.
7. Collaborate with multidisciplinary health care providers and with consumers to improve care delivery.
8. Provide leadership in effecting change that contributes to ongoing improvement of health care delivery.
9. Analyze emerging issues confronting nursing and health care as a basis for participating effectively in advancement of the profession.
10. Influence formulation and implementation of policy that assures access to quality, cost-effective health care for all segments of the population.



GENERAL REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN NURSING

1. COURSE AND GPA REQUIREMENTS

All candidates for the M.S.N. degree must complete a minimum of 39-52 semester-hours of graduate credit depending on the area of specialization. All courses taken must have the prior approval of the academic advisor to be accepted as meeting the degree requirements. A minimum GPA of 3.00 must be maintained in all program coursework. A minimum grade of B- is required of nurse practitioner students in all practicum courses that are not graded on a Pass/Fail basis and in NURS 221. Courses in which a grade lower than B- is received must be repeated, and a grade of B- or better must be earned before the student may progress to the next practicum course in the program. Students may not continue with subsequent management courses until a minimum grade of B- is achieved in previous practicum courses.

2. TIME LIMITS

All students are expected to complete their programs within six years after initial enrollment.

3. PROFESSIONAL LIABILITY AND MALPRACTICE INSURANCE

All students must maintain professional liability and malpractice insurance while enrolled in their programs.

4. TRANSFER AND WAIVER OF COURSES

Nursing students who have earned applicable credit at another institution may be permitted to transfer the credit (if not applied to another degree) or waive the required course credit. A maximum of 9 units may be waived or up to 9 units may be transferred for the Nurse Practitioner programs. A maximum of 6 units may be waived or up to 6 units may be transferred for the other Master's programs. **However, a minimum of 30 units at USD is required for all Master's programs in Nursing.** Core courses and electives may be waived, but waiver of specialty courses requires the additional permission of the specialty faculty.

ADDITIONAL REQUIREMENTS FOR ADMISSION

(see pages 11 - 13 for basic admission requirements)

Entrance Semesters	• Fall, Spring, Summer
Application Deadlines	• March 1 for Fall; Nov. 1 for Spring
Minimum Grade Point Average	• 3.00 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	• Miller Analogies Test or Graduate Record Examination (taken within the last 5 years)
Coursework	• Bachelor of Science in Nursing from NLN-accredited program (not required for Credential program)* • Elementary Statistics
Required Licenses/Credentials	• Current California Registered Nurse license • Current professional liability and malpractice insurance
Additional Requirements	• Minimum of one year clinical nursing experience (for full-time study) or concurrent clinical nursing employment (for part-time study) • One letter of reference (minimum) from baccalaureate instructor • One letter of reference (minimum) from employer • One additional letter of reference • Physical examination • Evidence of required immunizations & screening tests • Evidence of BLS certification • Basic computer skills

**Applicants without the BSN must have an ADN or diploma in Nursing from an approved NLN - accredited program and a baccalaureate in a related field. In addition, they must take NURS 133 and NURS 147.*



Professor Patricia Roth leading class discussion.



PROGRAMS OF STUDY

A. HEALTH CARE SYSTEMS

This curriculum integrates nursing, administration, and business knowledge and skills in preparing graduates for leadership in client-care services administration within health care organizations.

COURSE DISTRIBUTION (TOTAL UNITS: 39)

I. Core (12 units)

- NURS 202 Theoretical Foundations of Nursing (3)
- NURS 210 Contemporary Health Care Issues and Health Policy (3)
- NURS 250 Health Care Systems Analysis (3)
- NURS 270 Investigative Inquiry (3)

II. Emphasis (21 units)

- NURS 251 Organizational Behavior and Development for Health Care Systems (3)
- NURS 252 Managerial Planning and Marketing in Health Care Systems (3)
- NURS 253 Financial Management in Health Care Systems (3)
- NURS 254 Health Care Information Management (3)
- NURS 291 Administrative-Management Practicum in Health Care Systems (3)
- NURS 298 Independent Practicum (3)
- GBA 301 Accounting Standards and Analysis (3)

III. Electives (6)

200-level or higher courses. Electives should support the area of concentration.

B. CASE MANAGEMENT FOR VULNERABLE POPULATIONS

This clinical specialty in the care of vulnerable populations provides advanced preparation in the case manager role with a specific focus on those groups disadvantaged through minority status, membership in high-risk groups, or chronic illness. Preparation for the case manager role includes models of care coordination within the managed care environment, continuum of care, and care coordination for vulnerable populations. Graduates are eligible for positions as nurse case managers for specific client groups in acute care, long-term care, community, and home-health settings.

COURSE DISTRIBUTION: (TOTAL UNITS: 40)

I. Core (12 units)

- NURS 202 Theoretical Foundations of Nursing (3)
- NURS 210 Contemporary Health Care Issues and Health Policy (3)
- NURS 250 Health Care Systems Analysis (3)
- NURS 270 Investigative Inquiry (3)

II. Emphasis (18 units)

- NURS 220 Pathophysiology (3)
- NURS 221 Health Assessment and Diagnosis (4)
- NURS 260 Models of Nurse Case Management (3)
- NURS 261 Continuum of Care for Vulnerable Populations (3)
- NURS 262 Coordinating Care for Vulnerable Populations (3)
- NURS 263 Practicum in Institutional Case Management (3)
- NURS 264 Practicum in Community Case Management (3)
- NURS 298 Independent Practicum (3)

III. Electives (3 units)

Course(s) at the 200-level or higher that supports the area of concentration.

C. FAMILY HEALTH NURSE PRACTITIONER

This curriculum prepares Family Health Nurse Practitioners for advanced practice roles in the provision of primary care to individuals and families across the age span in a variety of ambulatory care settings. Pediatric and Latino Health Care subspecialty options are also available to provide competent and culturally sensitive care to children and to Latino clients and their families. Graduates are eligible for state and national certification as nurse practitioners. Students who also want to obtain the Health Services Credential, necessary for practice in California public schools, must meet the requirements listed under the Credential program in addition to those below.

COURSE DISTRIBUTION (TOTAL UNITS: 48)

I. Core (12 units)

- NURS 202 Theoretical Foundations of Nursing (3)
- NURS 210 Contemporary Health Care Issues and Health Policy (3)
- NURS 250 Health Care Systems Analysis (3)
- NURS 270 Investigative Inquiry (3)

II. Emphasis (33 units)

- NURS 203 Foundations of Family Nursing (3)
- NURS 220 Pathophysiology (3)
- NURS 221 Health Assessment and Diagnosis (4)
- NURS 223 Pharmacology in Health Management (2)
- NURS 228 Health Management of the Child (3)
- NURS 238 Child Health Management Practicum (2)
- NURS 229 Health Management of the Younger Adult (3)
- NURS 239 Younger Adult Health Management Practicum (2)
- NURS 230 Health Management of the Older Adult (3)
- NURS 240 Older Adult Health Management Practicum (2)
- NURS 241 Selective Clinical Practicum (1-3, total of 3)
- NURS 297 Independent Clinical Practicum (3)

III. Elective (3 units)



Latino Health Care (LHC) Option

A Latino Health Care option was added to the existing Family Health Nurse Practitioner (FHNP) track in the Master of Science in Nursing program in Fall 1992 with the support of a \$242,753 three-year federal contract awarded by the Health Resources and Services Administration. In 1996, the goals of this program were broadened to prepare family nurse practitioners to provide care to the larger Latino population and to enable students to gain the language skills, knowledge base, and clinical skills necessary to provide quality primary care services to this vulnerable and underserved group. Special linkages with University and community-based experts, as well as with clinical agencies that serve Latinos and outreach efforts for migrant workers and their families provide students in this option with a strong knowledge and experience base in Latino health. Students pursuing the Latino Health Care option follow the 48-unit Family Health Nurse Practitioner curriculum with the following exceptions.

I. Additional Emphasis Courses:

- NURS 242 Latino Health Care: Sociocultural and Family Perspectives (3) (in place of elective)
- NURS 243 Practicum in Latino Health Care (2) (in place of 2 units of NURS 241)

II. Medical Spanish Continuing Education Module(s)*

- Beginning Medical Spanish
- Intermediate Medical Spanish

**Required for those individuals who are not fluent in Spanish*

III. Clinical Practicum Substitutions

- NURS 297 Independent Clinical Practicum (with Latino health care focus) (3)

Pediatric Subspecialty Option

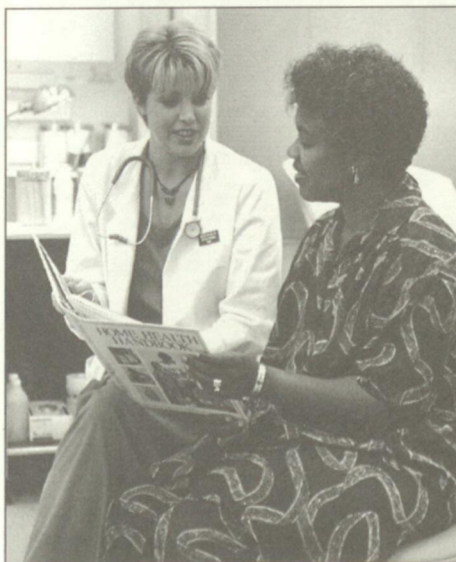
The pediatric subspecialty option was added to the existing Family Health Nurse Practitioner program in the Spring of 1997. The goals of this option are to prepare graduates who are committed to meeting the health needs of children and to provide students with the knowledge and skills necessary to meet those needs. Graduates are eligible for state and national certification as nurse practitioners. Students pursuing the Pediatric subspecialty option follow the Family Health Nurse Practitioner curriculum with additional courses for a total of 52 units as follows.

I. Additional Emphasis Courses (7 units):

- NURS 244 Health Promotion of Growth and Development: Birth through Adolescence (2)
- NURS 245 Primary Care of Children and Adolescents with Chronic Illness (3) (in place of elective)
- NURS 246 Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

II. Clinical Practicum Substitutions

- NURS 241 Selective Clinical Practicum (with pediatric focus) (3)
- NURS 297 Independent Clinical Practicum (with pediatric focus) (3)



D. ADULT NURSE PRACTITIONER

This curriculum prepares Adult Nurse Practitioners for advanced practice roles in the provision of primary care and case management services to individuals and their families throughout the adult life span in a variety of ambulatory care and long-term care settings. A Gerontological Subspecialty Option is also available which provides ANP students with more in-depth preparation in the care of frail elders and their families. Graduates are eligible for state and national certification as nurse practitioners.

COURSE DISTRIBUTION (TOTAL UNITS: 48)

I. Core (12 units)

- NURS 202 Theoretical Foundations of Nursing (3)
- NURS 210 Contemporary Health Care Issues and Health Policy (3)
- NURS 250 Health Care Systems Analysis (3)
- NURS 270 Investigative Inquiry (3)

II. Emphasis (33 units)

- NURS 220 Pathophysiology (3)
- NURS 221 Health Assessment and Diagnosis (4)
- NURS 223 Pharmacology in Health Management (2)
- NURS 229 Health Management of the Younger Adult (3)
- NURS 230 Health Management of the Older Adult (3)
- NURS 233 Concepts/Issues in Management of Chronic Illness (3)
- NURS 235 Management of Adults with L/T Health Problems (3)
- NURS 237 Clinical Practicum: Adults with L/T Health Problems (2)
- NURS 239 Younger Adult Health Management Practicum (2)
- NURS 240 Older Adult Health Management Practicum (2)
- NURS 241 Selective Clinical Practicum (1-3; total of 3)
- NURS 297 Independent Clinical Practicum (3)

III. Elective (3 units)

200 or higher level course. Elective should support the area of concentration.



Gerontological Subspecialty Option

This option provides interested ANP students with the opportunity to acquire more in-depth knowledge and skills in care of frail elderly populations in a variety of settings. ANP track graduates who also complete this option will meet the requirements of the American Nurses Association to sit for the Adult NP and/or the Gerontological NP certification examinations. ANP students pursuing the Gerontological Subspecialty Option follow the Adult Nurse Practitioner curriculum with the following exceptions:

I. Additional Emphasis Courses (5 units)

- NURS 234 Health Management of the Frail Elderly (3) (in place of elective)
- NURS 236 Frail Elderly Health Management Practicum (2) (*in place of 2 units of NURS 241*)

II. Clinical Practicum Substitutions

- NURS 297 Independent Clinical Practicum (with older adult focus) (3)

E. SCHOOL HEALTH NURSE PRACTITIONER

This curriculum prepares school health nurse practitioners for advanced practice roles in schools and other community settings that provide care to school age populations. Graduates are eligible for state and national certification as nurse practitioners and/or may pursue the California Health Services Credential required for practice in California public schools. (See course requirements for School Nurse Health Services Credential program.)

COURSE DISTRIBUTION (TOTAL UNITS: 48)

I. Core (12 units)

- NURS 202 Theoretical Foundations of Nursing (3)
- NURS 210 Contemporary Health Care Issues and Health Policy (3)
- NURS 250 Health Care Systems Analysis (3)
- NURS 270 Investigative Inquiry (3)

II. Emphasis (33 units)

- NURS 203 Foundations of Family Nursing (3)
- NURS 220 Pathophysiology (3)
- NURS 221 Health Assessment and Diagnosis (4)
- NURS 223 Pharmacology in Health Management (2)
- NURS 227 Nursing in the School (3)

- NURS 228 Health Management of the Child (3)
- NURS 229 Health Management of the Younger Adult (3)
- NURS 238 Child Health Management Practicum (2)
- NURS 239 Younger Adult Health Management Practicum (2)
- NURS 241 Selective Clinical Practicum (5 total, minimum 3 in school setting)
- NURS 297 Independent Clinical Practicum (3)

III. Elective (3 units)

Course(s) at the 200-level or higher that supports the area of concentration

F. JOINT-DEGREE PROGRAM: M.B.A./M.S.N.

This joint program between the Schools of Nursing and Business is being developed to prepare nurse leaders with a unique blend of nursing, administration, and business skills. Graduates will pursue senior management or administrative positions in hospitals, corporate offices, ambulatory care agencies, long-term care facilities, the health policy arena, and entrepreneurial ventures. The following requirements are under review by the Schools of Nursing and Business Administration:

- Make application to both MSN and MBA programs
- Plan joint program with the approval of advisors in Nursing and Business
- Observe maximum of six years allowed to complete programs

Please consult with the Associate Dean of Nursing or the Director of the MBA program for the applicable degree requirements.

COURSE DISTRIBUTION (TOTAL UNITS: 60) *All courses are three units each*

I. Nursing Courses (30 units)

- NURS 202 Theoretical Foundations of Nursing
- NURS 210 Contemporary Health Care Issues & Health Policy
- NURS 250 Health Care Systems Analysis
- NURS 251 Organizational Behavior & Development in Health Care Systems
- NURS 252 Managerial Planning & Marketing in Health Care Systems
- NURS 253 Financial Management in Health Care Systems
- NURS 254 Health Care Information Management
- NURS 270 Investigative Inquiry
- NURS 291 Administrative-Management Practicum in Health Care Systems
- NURS 298 Independent Practicum

II. Business Courses (30 units):

- GBA 300 Introductory Quantitative Analysis
- GBA 301 Accounting Standards & Analysis
- GBA 302 Macroeconomic Analysis for Business
- GBA 304 Quantitative Business Analysis
- GBA 311 Accounting Information & Managerial Decisions
- GBA 312 Managerial Economics
- GBA 314 Operations Management
- GBA 315 Managerial Marketing
- GBA 316 Managerial Finance
- GBA 317 Social and Legal Environment of Business





Dean Janet Rodgers poses with alumna Lisa Gifford-Manring (MSN '90), left, and Jennifer Jones, IMED representative, right, at annual Student Aid Luncheon.

G. POST-MSN NURSE PRACTITIONER CERTIFICATE PROGRAMS

These certificate programs are for nurses with a Master's degree in other nursing specialties who want to gain advanced preparation as family or adult nurse practitioners. These programs meet the requirements of the California Board of Registered Nursing (BRN), and graduates can apply for BRN approval to "hold themselves out" as nurse practitioners in the state of California. Graduates are also eligible to sit for the American Nurses Association FNP or ANP Certification Examination.

ADMISSION

In addition to the application requirements described on page 11, applicants must have a Master's degree in nursing from an approved NLN-accredited program, a current RN license, professional liability and malpractice insurance, and three letters of reference from professional colleagues and/or former graduate school faculty. The GRE or MAT is not required for admission.

CERTIFICATE REQUIREMENTS

These programs include a minimum of 33 units of coursework and can be completed in three semesters of full-time study (starting in the Fall semester) or on a part-time basis. Applicants who have taken equivalent coursework or can demonstrate specific knowledge and skills may have selected course requirements waived. These requests will be considered on an individual basis.

POST-MSN FAMILY NURSE PRACTITIONER CERTIFICATE PROGRAM

Required Courses (Total Units: 33)

- NURS 203 Foundations of Family Nursing (3)
- NURS 220 Pathophysiology (3)
- NURS 221 Health Assessment and Diagnosis (4)
- NURS 223 Pharmacology in Health Management (2)
- NURS 228 Health Management of the Child (3)
- NURS 238 Child Health Management Practicum (2)
- NURS 229 Health Management of the Younger Adult (3)
- NURS 239 Younger Adult Health Management Practicum (2)
- NURS 230 Health Management of the Older Adult (3)
- NURS 240 Older Adult Health Management Practicum (2)
- NURS 241 Selective Clinical Practicum (1-3, total of 3)
- NURS 297 Independent Clinical Practicum (3)

Latino Subspecialty Option (Total units: 36)

I. Additional Emphasis Courses:

- NURS 242 Latino Health Care: Sociocultural and Family Perspectives (3)
- NURS 243 Practicum in Latino Health Care (2) (in place of 2 units of NURS 241)

II. Medical Spanish Continuing Education Modules*

Beginning Medical Spanish
Intermediate Medical Spanish

* Required for those individuals who are not fluent in Spanish

III. Clinical Practicum Substitutions

- NURS 297 Independent Clinical Practicum (with Latino health care focus) (3)

Pediatric Subspecialty Option (Total units: 40)

Post-MSN FHP students who wish to complete the Pediatric Subspecialty Option need to complete the Post-MSN FHP requirements with the following changes.

I. Additional Emphasis Courses (7 units):

- NURS 244 Health Promotion of Growth and Development: Birth through Adolescence (2)
- NURS 245 Primary Care of Children and Adolescents with Chronic Illness (3)
- NURS 246 Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

II. Clinical Practicum Substitutions (6 units):

- NURS 241 Selective Clinical Practicum (with pediatric focus) (3)
- NURS 297 Independent Clinical Practicum (with pediatric focus) (3)



POST-MSN ADULT NURSE PRACTITIONER CERTIFICATE PROGRAM

Required Courses (Total Units: 33)

- NURS 220 Pathophysiology (3)
- NURS 221 Health Assessment and Diagnosis (4)
- NURS 223 Pharmacology in Health Management (2)
- NURS 229 Health Management of the Younger Adult (3)
- NURS 230 Health Management of the Older Adult (3)
- NURS 233 Concepts/Issues in Management of Chronic Illness (3)
- NURS 235 Management of Adults with L/T Health Problems (3)
- NURS 237 Clinical Practicum: Adults with L/T Health Problems (2)
- NURS 239 Younger Adult Health Management Practicum (2)
- NURS 240 Older Adult Health Management Practicum (2)
- NURS 241 Selective Clinical Practicum (1-3; total of 3)
- NURS 297 Independent Clinical Practicum (3)

Gerontological Subspecialty Option (Total units: 36)

Post-MSN ANP students who also wish to complete the Gerontological Subspecialty Option need to complete all of the Post-MSN ANP courses and the following:

I. Additional Emphasis Courses (5 units)

- NURS 234 Health Management of the Frail Elderly (3)
- NURS 236 Frail Elderly Health Management Practicum (2)

II. Clinical Practicum Substitutions

Only 1 unit of NURS 241 is required.

H. SCHOOL NURSE HEALTH SERVICES CREDENTIAL PROGRAM

The Health Services Credential for School Nurses, awarded by the Commission on Teacher Credentialing of the State of California, permits the school nurse to provide approved health services in the public school, as designated on the credential. The University of San Diego's program in School Health Nursing has been approved by the Commission as meeting the established standards of preparation for this credential.

ADMISSION

Admission criteria for this non-degree credential program are consistent with those of the MSN programs, except that applicants need not have received their baccalaureate degree in Nursing. Registered nurses who are graduates of accredited baccalaureate programs in related fields have the option of applying only for the credential program and will be considered on an individual basis.

REQUIRED COURSES (TOTAL UNITS: 31)

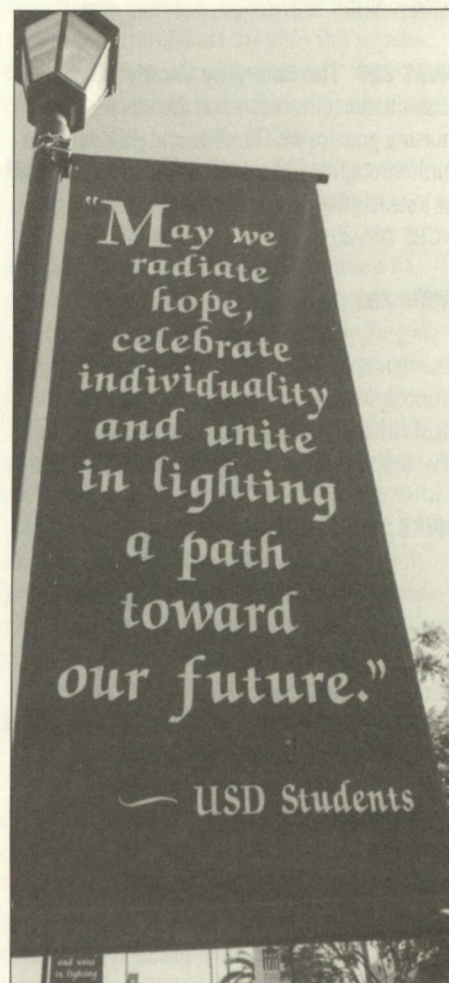
- NURS 202 Theoretical Foundations of Nursing (3)
- NURS 203 Foundations of Family Nursing (3)
- NURS 210 Contemporary Health Care Issues and Health Policy (3)
- NURS 220 Advanced Physiology (3)
- NURS 221 Health Assessment and Diagnosis (4)
- NURS 227 Nursing in the Schools (3)*
- NURS 228 Health Management of the Child (3)
- NURS 238 Child Health Management Practicum (2)**
- NURS 241 Selective Clinical Practicum (1)**
- NURS 250 Health Care Systems Analysis (3)
- NURS 270 Investigative Inquiry (3)

**Must be taken concurrently with a practicum experience in a school setting (NURS 238 or NURS 241).*

***Of the 3 required clinical practicum units, 1 unit is usually done in a school setting and 2 units in ambulatory pediatric settings.*

I. ACCELERATED MASTER OF SCIENCE IN NURSING

The accelerated RN-MSN program is designed for associate degree and diploma-prepared nurses who want to pursue the MSN degree. Students may enter any track in the master's program through this option. Applicants must meet the admission requirements for the MSN program delineated elsewhere. Nine units of graduate courses are substituted for specific undergraduate courses. Both the BSN and MSN can be completed in three years of full-time study, however part-time enrollment is permitted. *See the Undergraduate Bulletin for more details.*



COURSES

NURS 202 Theoretical Foundations of Nursing (3)

The theoretical bases of nursing science are explored, evaluated, and analyzed from national and international perspectives. Students explore their own personal philosophy of nursing, examine how it influences their practice and research, and increasingly share their perceptions and understanding of theory.

NURS 203 Foundations of Family Nursing (3)

Analysis of theories and concepts that provide the framework for nursing practice and research with families across the life span. Prerequisite/corequisites: NURS 202 or consent of instructor.

NURS 205 The Emerging Family (3)

Examination of concepts and theories basic to nursing practice with families and children from birth through preschool. Appropriate theories to be tested in the clinical setting. Prerequisites: NURS 202, 203.

NURS 206 The Family with School Age and Adolescent Members (3)

Examination of concepts and theories basic to nursing practice with families and their school-aged children. Appropriate theories to be tested in the clinical setting. Prerequisites: NURS 202, 203.

NURS 209 The Mature and Aging Family (3)

Examination of concepts and theories basic to nursing practice with families in middle and later years. Appropriate theories to be tested in the clinical setting. Prerequisites: NURS 202, 203.

NURS 210 Contemporary Health Care Issues and Health Policy (3)

Provides a forum for the exploration and evaluation of current major issues and problems that concern the nursing profession. Selected contemporary health care and nursing issues are analyzed. Focus is also on the application of critical thinking and models of analysis to the formal and informal processes of policy formation in both public and private arenas. Ethical frameworks are applied to the dynamics of policy making and the probable resolution of health care issues.

NURS 220 Pathophysiology (3)

Builds on foundational knowledge of normal physiology to extend student's ability to analyze the physiological disruptions that accompany a wide range of alterations in health. Content is applied to selected primary care patient situations as a basis for interpreting assessment data and developing appropriate health care regimens for common disease processes.

NURS 221 Health Assessment and Diagnosis (4)

Theoretical base for health assessment of the individual. Knowledge of developmental change and critical periods of growth assist the nurse in performing the assessment as well as planning and implementing a sound regimen of comprehensive health care. Introduction to the nurse practitioner role. Minimum grade of B- required. Prerequisites: NURS 203, 220, and successful completion of a pretest of basic health assessment knowledge or consent of the instructor.

NURS 223 Pharmacology in Health Management (2)

Provides advanced knowledge of pharmacokinetics and pharmacotherapeutics so as to enable the advanced practice nurse to initiate appropriate pharmacological treatment in the management of health problems commonly seen in primary care settings, and to monitor the effects of established drug regimens and modify them to improve the clients' health state and quality of life. Prerequisite: NURS 220 or consent of instructor.

NURS 227 Nursing in the Schools (3)

This course is designed to allow the nurse to gain insight, knowledge and experience in the field of school health. The organizational structure of school systems, the professional role of the nurse in the school, and the school as part of the larger community will be addressed in this course. Prerequisites: enrollment in the Health Services Credential Program, concurrent enrollment in a school setting practicum, or permission of instructor.

NURS 228 Health Management of the Child (3)

The first of three management courses related to selected health states in the individual. Emphasis is placed on health supervision; health promotion; and the prevention of disease in the child as an individual, a member of a family, and a member

of the community. Prerequisites: NURS 203, 220, 221; pre/co-requisite NURS 270; concurrent enrollment in NURS 238; and consent of NP coordinator.

NURS 229 Health Management of the Younger Adult (3)

Management of selected health states in the individual of adult years. Provides the student with a theoretical base for the identification, management and evaluation of health problems common to this population. The focus of health promotion, maintenance, and prevention of disease in the individual as a member of a family and a member of the community is also stressed. Prerequisites: For FNP students NURS 228, 238 or consent of NP coordinator. For ANP students NURS 230, 240 or consent of NP coordinator; concurrent enrollment in NURS 239.

NURS 230 Health Management of the Older Adult (3)

Management of selected health states in the individual of older adult years. Provides the student with a theoretical base for the identification, management, and evaluation of health problems common to this population. Course focuses on health promotion; maintenance; and prevention of disease in the older adult as an individual, and as a member of a family and community. Prerequisites: For FNP students NURS 228, 238, 229, 239 or consent of NP coordinator. For ANP students NURS 220, 221, pre- or corequisite NURS 270 or consent of NP coordinator; concurrent enrollment in NURS 240.

NURS 232 Curriculum and Preparation for Teaching (3)

Preparation for teaching in a variety of institutional settings. Focuses on the nature of higher education, faculty role, curriculum design, the instructional process, evaluation, and issues in nursing education.

NURS 233 Concepts and Issues in Management of Chronic Illness: Individual and Family Perspectives (3)

Multiple dimensions of chronic illness and its impact on individuals, families and other social systems are analyzed. Exploration of theoretical perspectives on chronicity, role adaptation, and chronic illness trajectory. Traditional and non-traditional models of care are examined for designing long-term care environments which



enhance the potential of the chronically ill and other vulnerable populations.

NURS 234 Health Management of the Frail Elderly (3)

Focuses on providing a theory base for nursing assessment and management of common physical and psychosocial problems of frail elderly clients in both community and institutional settings.

Interrelatedness of multiple health problems and normal age changes among the old-old are discussed in relationship to maintenance of functional ability, independence and quality of life within a variety of supportive environments. Prerequisites: NURS 230, 240 or consent of NP Track Coordinator.

NURS 235 Management of Adults With Long-Term Health Problems (3)

Designed to provide a theory base for effective nursing case management for adult and older adult clients/families with complex long-term health problems. Perspectives on the health care and support services maze, variable impact of different care settings, as well as the regulation, accreditation and financing of long-term care, are emphasized. Prerequisites: NURS 229, 230, 233, 239, 240 or consent of NP Track Coordinator.

NURS 236 Frail Elderly Health Management Practicum (1-2)

Faculty-supervised clinical practicum in collaborative practice with NP and/or physician preceptors in institutional or community settings where frail elderly individuals are provided with preventive services and health promotion, maintenance and rehabilitation. Emphasis is on holistic assessment, maintenance of functional ability and promotion of quality of life. Minimum grade of B- required. Prerequisite: Concurrent and/or prior enrollment in NURS 234. (repeatable for credit)

NURS 237 Clinical Practicum: Adults With Long-Term Health Problems (2)

Faculty-supervised clinical practicum in collaborative practice with NP and/or physician preceptors in settings where case management is implemented to facilitate health care transitions and continuity of care of adults and older adults with complex long-term health problems. Emphasis is on assisting clients and their families to achieve optimum health, functional ability and quality of life. Minimum grade of B- required. Prerequisite: Concurrent enrollment in NURS 235.

NURS 238 Child Health Management Practicum (2)

Concentrated clinical experience in the assessment, management, and evaluation of infants and children in primary care settings. Minimum grade of B- required. Prerequisite: concurrent enrollment in NURS 228.

NURS 239 Younger Adult Health Management Practicum (2)

Concentrated clinical experience in the assessment, management and evaluation of younger adults in primary care settings. Minimum grade of B- required. Prerequisite: concurrent enrollment in NURS 229.

NURS 240 Older Adult Health Management Practicum (2)

Concentrated clinical experience in the assessment, management and evaluation of older adults in primary care settings. Minimum grade of B- required. Prerequisite: concurrent enrollment in NURS 230.

NURS 241 Selective Clinical Practicum (1-9)

Concentrated clinical experience in primary care settings selected by the student to meet individual learning needs/career goals. Minimum grade of B- required. Pre- or Corequisite: One NP practicum course or consent of the NP coordinator. (repeatable for credit)

NURS 242 Latino Health Care: Sociocultural and Family Perspectives (3)

Examines cultural values and belief systems that influence health behaviors of Latino clients and their families and the social, economic, legal, and political forces that influence their access to and use of health care services. Course discusses the range of health problems prevalent among Latino populations, and focuses on the cultural sensitivity requisite to intercultural communication between health care workers and Latino clients and families. It also examines the role of culture-brokering and client empowerment in providing primary care.

NURS 243 Practicum in Latino Health Care (2)

Clinical experiences in assessment and management of acute and chronic health problems prevalent among Latino clients and their families across the age span. Strategies for health promotion, pre-

vention, and early detection of disease in this population are emphasized. Additional focus on effective intercultural communication, sensitivity to traditional Latino health beliefs, application of culture-brokering, and client empowerment strategies in the process of providing access to, and continuity of care to members of this medically underserved population. Minimum grade of B- required. Prerequisites: NURS 242 and enrollment in FNP Latino Health Care Option.

NURS 244 Health Promotion of Growth and Development: Birth through Adolescence (2)

Analysis of advanced concepts in growth and development, health promotion, and illness prevention related to infants, children, adolescents, and their families. These concepts are considered from ethical, sociocultural, and health policy perspectives (with emphasis on vulnerable populations) and are examined as they apply to the clinical setting of the pediatric nurse practitioner.

NURS 245 Primary Care of Children and Adolescents with Chronic Illness (3)

Examines management of selected chronic illnesses in children from birth through adolescence which can be appropriately managed by the pediatric nurse practitioner in collaborative practice. Course provides the theoretical and knowledge bases for diagnosis and management of children with chronic illness in a primary care or subspecialty care setting including well child care, variations in growth and development and the management of common pediatric health problems. Emphasis is placed on the child as an individual, a member of a family, and a member of the community.

NURS 246 Primary Care of Children and Adolescents with Chronic Illness Practicum (2)

Clinical experience in assessing and managing children and adolescents with common chronic illness in the primary care setting. Coordination of multidisciplinary care is emphasized to assist children, adolescents, and their families to improve self-management of the chronic illness and develop behaviors that promote and maintain health. Clinical supervision is provided by NP faculty and on-site preceptors in a variety of ambulatory care settings. Weekly seminars with NP faculty provide opportunities to synthesize the-



oretical and experiential learning as well as develop the professional pediatric practitioner role.

NURS 250 Health Care Systems Analysis (3)

Focuses on analysis and evaluation of health care delivery from a systems perspective. Learning experiences provide a basis for advanced nursing practice in changing health care systems.

NURS 251 Organizational Behavior and Development in Health Care Systems (3)

Focuses on the analysis of behavior within health care organizations with the goal of enhancing individual, group, and overall organizational performance of professional nurses. Emphasis is given to people as the organization's strategic resource. Content is focused on the beginning nurse manager and the nurse clinician interested in developing managerial skills to enhance the clinical role. Prerequisite: NURS 250 or consent of instructor.

NURS 252 Managerial Planning and Marketing in Health Care Systems (3)

Emphasis is placed on market-oriented strategic planning as requisite to growth and survival of health care organizations. Acquaints students with the language, strategies, tools, and techniques of planning and marketing that will enable them to contribute effectively to strategic thinking and action in health care organizations. Prerequisite: NURS 250.

NURS 253 Financial Management in Health Care Systems (3)

Introductory course for non-financial health care managers on strategic financial planning; acquisition, preservation, and growth of organizational assets; financial performance assessment; and financial control. Prerequisite: NURS 250, GBA 301.

NURS 254 Health Care Information Management (3)

Provides an introduction to information management within health care systems. Computerized database development and issues associated with application of such databases in health care systems are emphasized. Prerequisite: Basic computer literacy.

NURS 260 Models of Nurse Case Management (3)

Focuses on nurse case management models for meeting the needs of vulnerable populations in a managed care environment. Emphasizes nurse case management, e.g., developing, planning, implementing cost-effectiveness and outcome evaluation. Issues of design and implementation of nurse case management in acute care, long-term care, and community-based settings are addressed.

NURS 261 Continuum of Care for Vulnerable Populations (3)

Explores the health needs of vulnerable populations, issues of access to services, and nursing case management strategies in minimizing risk factors. The concepts of health, risk, resource availability, and social policy form a framework for studying populations at risk. Vulnerability, its origins and consequences, are examined in light of the ethical, political, and conceptual interrelationships of individuals, families, and communities. Pre/corequisite: NURS 260 or consent of instructor.

NURS 262 Coordinating Care for Vulnerable Populations (3)

Focuses on the nurse case manager role to identify and reduce health risks of vulnerable populations. Family-focused and population-based models of health assessment and risk appraisal are addressed emphasizing development, implementation, and evaluation of health promotion strategies at the individual, family, and system levels. Also considered are the regulatory and liability aspects of the case manager role and the ethical aspects of professional practice in managed care environments. Prerequisites: NURS 260, 261 or consent of instructor.

NURS 263 Practicum in Institutional Case Management (3)

A clinical course focusing on building a knowledge base and beginning clinical competence as a nurse case manager for vulnerable populations in institutional settings. The student is placed with a nurse case manager preceptor in the area of the student's interest. Prerequisites: NURS 220, 221, 260, 261, and completion of or concurrent enrollment in NURS 262 or consent of instructor.

NURS 264 Practicum in Community Case Management (3)

A clinical course focusing on building a knowledge base and beginning clinical competence as a nurse case manager for vulnerable populations in the community. The student is placed with a nurse case manager preceptor in the area of the student's interest. Prerequisites: NURS 220, 221, 260, 261, 262, or concurrent enrollment or consent of instructor.

NURS 270 Investigative Inquiry (3)

Focuses on the development of research skills through critique of published research and application of the research process. Emphasis is placed on the relationship of research to the knowledge base and practice of nursing. Prerequisite: Statistics course.

NURS 291 Administrative-Management Practicum in Health Care Systems (3)

Under guidance of a nurse manager preceptor in a health care setting, students observe various managerial skills associated with the management process (e.g., human resources development, fiscal management, strategic planning and forecasting, marketing, and political maneuvering). The course is student-driven with seminars providing a forum for discussion of clinical observations as they relate to descriptive and research-based administrative literature as well as issues and trends in nursing administrative practice. Minimum grade of B- required. Prerequisites: NURS 202 & 250 (non-HCS track), or most of the courses in the NURS 250-254 series (HCS track), or consent of instructor.

NURS 292 Teaching Practicum (3)

Directed learning experiences in nursing education. All students must submit evidence of coverage for the student teaching experiences from their malpractice insurance carrier. Minimum grade of B- required. Prerequisites: NURS 202 and 232.

NURS 295 Perspectives in Program Evaluation (3)

Prepares students to design and conduct evaluation of health and/or educational programs. Focuses on principles of program evaluation and models that can be used to design systematic program evaluations. Students design and implement an evaluation of a specific program.



Prerequisites: NURS 270, comparable research course, or permission of instructor.

NURS 297 Independent Clinical Practicum (1-3)

Focuses on further development of clinical knowledge and expertise in a selected area of primary care practice and the design and implementation of a clinical project related to the NP advanced practice role. Clinical supervision is provided by nurse practitioner faculty and on-site NP or physician preceptors. The project represents an innovative approach to a clinical problem or professional issue relevant to practice. Minimum grade of B- required. Prerequisite: Core courses and two clinical management semesters or consent of instructor. (repeatable for credit)

NURS 298 Independent Practicum (3)

Identification of a nursing practice problem and design of an innovative approach through integration of related theory and research. Minimum grade of B- required. Prerequisites: all core courses and most emphasis courses in NURS 250-254 (HCS track) or NURS 260-264 series (CMVP track) or consent of instructor.

NURS 299 Independent Study (1-3)

(repeatable for credit)

NURS 601 Logics of Inquiry (3)

An exploration of epistemological and ontological foundations of science and how they influence the development of the science of nursing. Specific philosophical traditions such as empiricism, phenomenology, critical, and feminist theory are examined for their relevance to nursing.

NURS 602 Theory Development in Nursing (3)

Focuses on theory building: the nature of theory formation; critical analysis and synthesis of theoretical frameworks. Prerequisite: one theory course.

NURS 607 Applied Statistics and Quantitative Research Methods (3)

Students examine a variety of quantitative research designs and select data collection and statistical analysis procedures appropriate to each design. Students interpret statistical computer output.

NURS 640 Bioethical Issues in Nursing Practice (3)

Focuses on process of ethical inquiry and its relevance for contemporary nursing practice, education, and research. Ethical theories and frameworks are explored as the basis for professional decision-making and public policy determination and include justice, caring, consideration of the common good, and feminist points of view. Contemporary bioethical issues are examined using case analysis and narrative approaches.

NURS 641 Social, Historical & Philosophical Bases of Nursing (3)

Explores the historical development of professional nursing emphasizing social, cultural, and philosophical phenomena influencing caregiving roles. Development of nursing responses to helplessness, evolution of health care systems and practices, and emerging roles of women as caregivers analyzed from primitive civilizations through the modern era. Analysis based on historical perspectives of contemporary health care issues and projection of future courses of action.

NURS 648 Health Policy Analysis (3)

The process of forming health policy will be studied from the inception of a need through analysis. Policy analysis will be the focus of this course and will include the use of models in an attempt to clarify the "murky" process. Nursing's participation in the policy making process and the current legislation influencing the health habits of Americans will be discussed, reviewed and analyzed.

NURS 650 Seminar in Administration of Client Care Services (3)

Roles and responsibilities of nurse executives in leading the transformation of nursing within healthcare organizations is the course focus. Nursing administration conceptual models and research are analyzed and synthesized.

NURS 660 Methods in Historical Investigation (3)

The nature of history: its use and varieties of literature; facts in history; sources; types of evidence; collecting evidence; external and internal criticism; inference; analysis; synthesis and communication.

NURS 661 Health and Illness Among Culturally Diverse Populations (3)

The students explore a wide range of theoretical perspectives related to health and illness. Emphasis is on the health and illness experiences of various ethnic, stigmatized, and disenfranchised populations. Students analyze how sociocultural factors shape health behaviors and practices among these groups, as well as research strategies for the study of health and illness among diverse aggregates.

NURS 662 Feminist Perspectives on the Caring Professions (3)

The feminine principle has always been associated with relationship and caring. The significant shift in Western culture away from honoring women as healers to overvaluing the masculine principle and scientific knowledge is viewed from a historical perspective. New feminist scholarship will be introduced that recognizes the advances of science and calls for a revaluing of the feminine, intuition, and caring as crucial aspects of any caring profession. Students are encouraged to explore the role of caring in their own professions.

NURS 663 Perspectives on International Health (3)

This course provides an opportunity to examine health care concerns from a global perspective while examining issues relevant to specific countries or regions. Topics and readings will vary each semester, depending on student interest.

NURS 664 Dissertation Seminar (3)

Presentation of student's individual research proposals for group discussion and critique. Prerequisite: Doctoral Candidacy Status.

NURS 665 Dissertation (1-9)

Development and implementation of original research. Candidate must register for at least 3 units per semester until 9 units have been completed. After the completion of 9 units of Dissertation, candidates must continue to register for one unit each semester to maintain candidacy until the dissertation is submitted to the Graduate School. Prerequisite: NURS 664 and Doctoral Candidacy Status. (repeatable for credit)



NURS 666 Leadership in Cross-Cultural Health Care (3)

This course examines the concept of leadership in relationship to the provision of culturally competent health care in a variety of roles. Relevant research will be reviewed. Areas emphasized are program planning, policy formation, and empowerment of culturally diverse populations including providers of care.

NURS 670 Quantitative Designs in Research (3)

Critical analysis of scientific inquiry using advanced nonexperimental (descriptive and correlational) and experimental (quasi- and true experimental) quantitative research designs. An emphasis is placed on application of advanced statistical analyses and related to specific research designs. Prerequisite: Recent introductory statistics course required. Advanced statistics course strongly recommended.

NURS 672 Psychometric Theory and Measurement (3)

Study of measurement and psychometric techniques for reliability and validity of data collection instrument. Construction, testing, refinement of instruments.

NURS 673 Ethnographic and Field Research Design (3)

Knowledge and skills necessary to carry out beginning ethnographic and field research studies. Underlying theory and pragmatic issues are presented and analyzed in relation to ethnographic research.

NURS 674 Advanced Psychometric Measurement (3)

Study and application of advanced measurement theory and psychometric techniques in the testing of measures creatively designed by the students. The multitrait-multimethod approach to construct validity and multivariate techniques of factor analysis will be used. The students will also be introduced to the

measurement model of the linear structural relations program where appropriate. Prerequisite: NURS 672.

NURS 675 Theories and Research on Aging: Multidisciplinary Perspectives (3)

Seminar on biological, psychological and social theories and research relevant to aging. Emphasis will be placed on the integration of biopsychosocial, cultural, environmental elements as they effect developmental transitions and situational crises in mid-life and later adulthood.

NURS 693 Residency (3)

Intensive experience in a selected area of career development. Prerequisite: Doctoral Candidacy Status.

NURS 698 Selected Topics in Nursing (1-3) (repeatable for credit)

NURS 699 Independent Study (1-3) (repeatable for credit)

USD SCHOOL OF BUSINESS

During six weeks in the summer, the School of Business offers international business courses in Paris, London, and Hong Kong. Courses are conducted in English by USD faculty. These programs allow students to learn about and experience the culture of other countries and to develop language skills in addition to earning up to six units of graduate credit. Typically, two courses plus round-trip air fare will be about the same cost as two courses taken on campus at USD. Interested students should contact Dr. Greg Gazda, the Director of the John Ahlers Center for International Business, at 260-4864 for details.

USD's GUADALAJARA PROGRAM

USD offers a 5 1/2 week session in Guadalajara, Mexico each summer. The curriculum includes a limited number of graduate courses as well as Spanish language proficiency courses at all levels. Housing with Mexican families can be arranged for graduate students and their families to enhance the student living-learning experience; hotel rooms and apartments also

are available. The program includes cultural excursions to museums, historical sites, and neighboring cities. As in the case of the Business courses, tuition rates are typically lower than on campus. For more information contact Martha Ponce, Assistant to the Director at 260-4598.

USD LAW SCHOOL'S INSTITUTE ON INTERNATIONAL AND COMPARATIVE LAW

The School of Law offers international law courses in Barcelona, Florence, London, Oxford, Dublin, Paris, and Russia. Each course is conducted in English, generally by a full-time law professor with guest lectures by local officials, faculty and lawyers.

Students receive intensive training and benefit from exposure to different cultural milieus, guest faculty viewpoints, foreign legal institutions, and international history through tours and sim-



ulated legal proceedings. Students attend the Institute from all over the world. Graduate students in international relations or international business may be accepted to this program. Contact Cindy King, Program Coordinator at 260-4597, fax at 260-2230, e-mail at cking@usdlaw.acusd.edu, or visit the website at <http://192.215.86.8> or <http://www.acusd.edu/oncampus>.



In addition to the graduate degrees and credential programs described in this bulletin, the University of San Diego also offers a noncredit graduate certificate paralegal program. This program allows individuals whose professional goals would not be met by a graduate degree to attain a marketable skill within a relatively short time.

A lawyer's assistant, or paralegal, is a specially trained professional who aids attorneys in the delivery of quality legal services. Employed by law firms, corporations, financial institutions, and government agencies, the lawyer's assistant works under the supervision of an attorney and may be responsible for preparing pleadings, interviewing clients, researching articles of incorporation or indexing documents.

ADMISSION REQUIREMENTS

Applicants must hold a baccalaureate degree from an approved, accredited four-year institution. No previous training in law is required. Applicants who do not have a degree may be considered for the program if they have some college credits and/or business or legal experience. Contact the program office for more information. All applicants must submit two references, official transcripts, and arrange for a personal interview.

CURRICULUM

The University offers full-time day and part-time evening courses. Day program students take Introduction to Law, Legal Research, Computer Literacy, and choose a specialty in Civil Litigation, General Litigation, or Business and Environmental Law. In addition, each student does an internship in a corporation or law office, clinic or government agency.

Evening program students may choose between the Generalist or Business Litigation programs. The Generalist option includes Litigation, Corporations, Criminal Law, Bankruptcy, Probate, Family Law, Real Estate and Legal Research. Business Litigation includes Legal Concepts, Civil Procedure, Creditor's Remedies and Legal Research. Both evening programs have a computer component. For more information, contact the Paralegal Program at 260-4579.

PARALEGAL PROGRAM



PLACEMENT

To assist graduates in finding employment within the legal field, the staff maintains a very active employment assistance program. The program office functions as an intermediary between graduates and the legal and business community.

USD cannot and does not guarantee employment, but makes every effort to assist graduates in securing positions as paralegals. Pre-employment workshops are offered to assist students in developing resumes and preparing for job interviews.

SCHEDULE OF DAY PROGRAMS

Summer 1997.....	June 2, 1997 - August 29, 1997
Fall 1997.....	September 2, 1997 - December 12, 1997
Spring 1998.....	February 2, 1998 - May 15, 1998
Summer 1998.....	June 1, 1998 - August 29, 1998
Fall 1998.....	September 8, 1998 - December 18, 1998
Spring 1999.....	February 1, 1999 - May 14, 1999

SCHEDULE OF EXTENDED DAY PROGRAMS

Spring/Summer 1997.....	February 3, 1997 - August 29, 1997
Summer/Fall 1997.....	June 2, 1997 - December 12, 1997
Fall/Spring 1997-98.....	September 2, 1997 - May 15, 1998
Spring/Summer 1998.....	February 2, 1998 - August 29, 1998
Summer/Fall 1998.....	June 1, 1998 - December 18, 1998
Fall/Spring 1998-99.....	September 8, 1998 - May 14, 1999

SCHEDULE OF EVENING PROGRAMS

Summer 1997.....	June 10, 1997 - April 9, 1998
Fall 1997.....	September 9, 1997 - June 9, 1998
Spring 1998.....	February 10, 1998 - December 10, 1998
Summer 1998.....	June 8, 1998 - April 14, 1999
Fall 1998.....	September 15, 1998 - June 10, 1999
Spring 1999.....	February 9, 1999 - December 9, 1999



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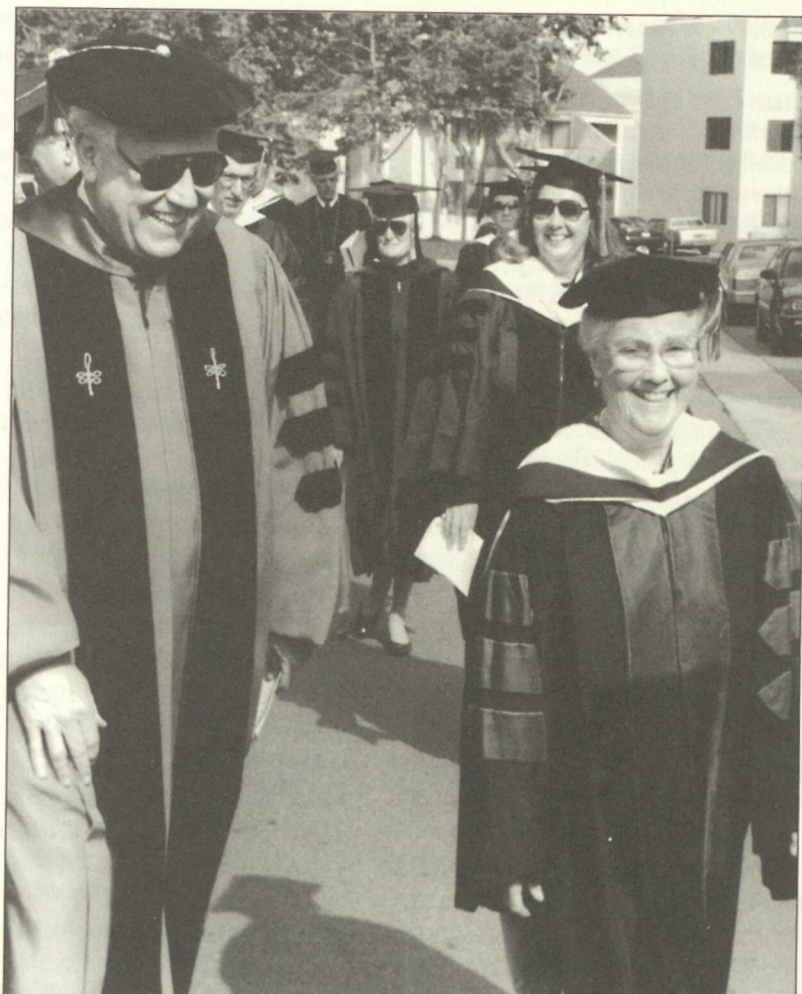
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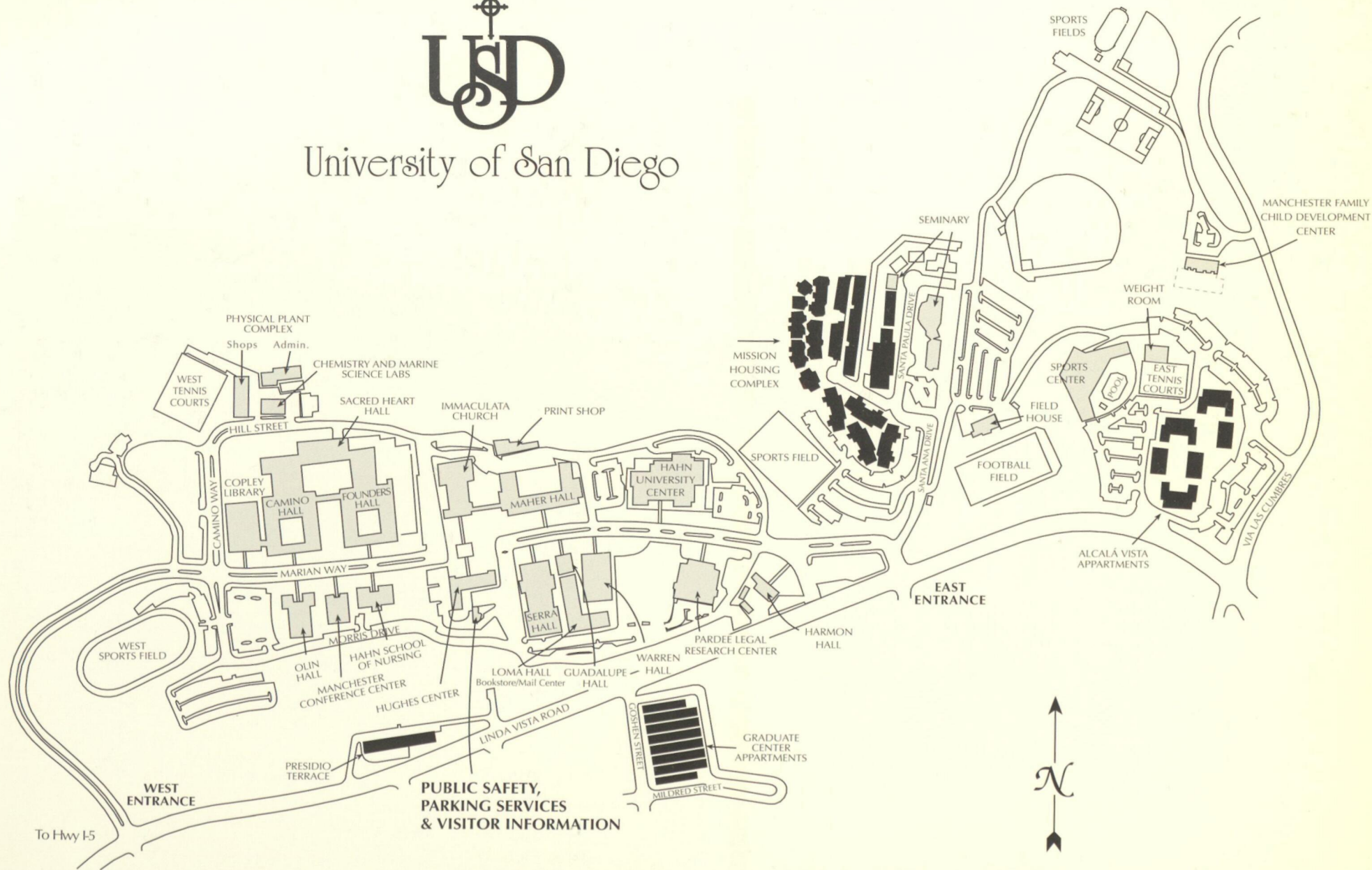
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